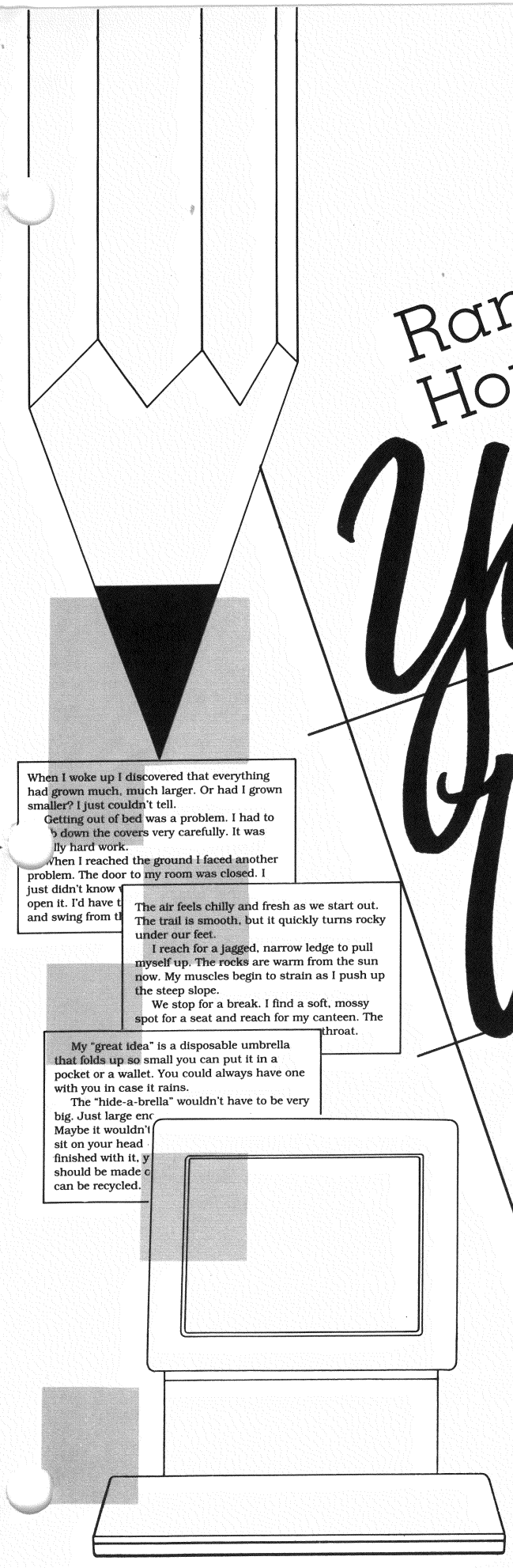
LEVEL A

Random House

Young Writer's Workshop


When I woke up I discovered that everything had grown much, much larger. Or had I grown smaller? I just couldn't tell.
Getting out of bed was a problem. I had to down the covers very carefully. It was lly hard work.
When I reached the ground I faced another problem. The door to my room was closed. I just didn't know open it. I'd have t and swing from th
The air feels chilly and fresh as we start out. The trail is smooth, but it quickly turns rocky under our feet.
I reach for a jagged, narrow ledge to pull myself up. The rocks are warm from the sun now. My muscles begin to strain as I push up the steep slope.
We stop for a break. I find a soft, mossy spot for a seat and reach for my canteen. The throat.
My "great idea" is a disposable umbrella that folds up so small you can put it in a pocket or a wallet. You could always have one with you in case it rains.
The "hide-a-brella" wouldn't have to be very big. Just large enc Maybe it wouldn't sit on your head finished with it, y should be made c can be recycled.

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About the Author

Michael Milone received his Ph.D. from The Ohio State University and serves as an adjunct faculty member there. He has been active in educational computing for two decades, has published widely on this topic, and has been involved in the development of a number of educational programs, including *Information Focus*, published by Random House. He has served as a member of the Computer Technology and Reading Committee of the International Reading Association and the Instructional Technology Commission of the National Council of Teachers of English.

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The first time I ever spoke to a group of educators about computers and writing, not a single member of the audience had ever used a word processor. I can still remember the expressions on their faces (some hopeful, most doubtful) as I described the potential of this technology for teaching students how to write.

Since that first presentation, both computers and word processors have become commonplace in education. Moreover, a writing renaissance has taken place, and around the country there is a resurgence of interest in the "second r." At all levels of education, the teaching of writing as a process is being encouraged, and the ability to express oneself in writing is recognized as an essential literacy skill.

Despite this great interest in writing and word processing, I found that no instructional materials had been published that actually helped students learn how to write well. An abundance of books and programs introduced students to computers and word processing, and an even greater number of instructional materials taught students about grammar, usage, and the other mechanics of writing. Outline processors helped students organize their thoughts and story starters gave them ideas about which to write, but nothing I had seen taught students about the essential aspects of writing such as creating dialog, using strong verbs, and invoking sensory images to describe events. It was my hope that a publisher would give me an opportunity to create an instructional package that would help students learn the skills that constitute good writing.

The opportunity for which I was looking arose when Random House announced the release of //Write, the premiere word processor for the Apple IIe, IIc, and IIGS computers. Recognizing that a word processor, even one as powerful as //Write, was just part of an instructional package, Random House asked if I would be interested in creating supplemental activities to teach students about writing and word processing. When I described the activities I had in mind, they decided that what I was proposing could be used with any word processor and would be worth publishing as a stand-alone product. Moreover, it was consistent with their intention to become the "writing house." Thus was born the *Random House Young Writer's Workshop*.

The most rewarding aspect of developing the *Workshop* was seeing the reactions of teachers and their students. The comment of one teacher in particular stands out in my mind. After taking a look at manuscript pages, she said, "This is the first time I've ever seen anything that will truly help my students learn how to write. The activities are enjoyable and the instructional process makes a great deal of sense. I don't know who will have a better time using the *Random House Young Writer's Workshop*, me or my students." I only hope that other teachers respond as favorably to my efforts.

Michael Milone

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Samuel Elliot Morison once proposed a timeless piece of advice for budding historians: "First and foremost, get writing!" What Morison had discovered, as have many others since his time, is that the best way to develop the writer's craft, whether or not you are a historian, is to practice it. The purpose of the *Random House Young Writer's Workshop*, then, is to provide students with many opportunities to practice the craft and get writing.

Level A of the *Workshop* is a comprehensive writing program for grades 3 through 5. It includes:

- reproducible student worksheets for 50 writing lessons,
- an Activities Disk containing word processing files for each lesson,
- instructional guidelines to help teachers conduct a lesson, and
- additional resource materials relating to composition.

The Activities Disk is unprotected and can be duplicated for each student in the class. It is formatted so the files are compatible with the most popular word processing software being used in schools today.

The lessons in the *Young Writer's Workshop* are based on the most recent research on writing. Each lesson features an introduction to explain the purpose of the lesson, a brief reading passage to model important writing skills and establish the link between reading and writing, paper-and-pencil activities that teach one or more writing skills, and word-processor based writing activities. Both guided and free writing word processor activities are part of each lesson.

In an effort to maintain student enthusiasm about writing, the components of each lesson are brief, varied, and reflect the interests of students in grades 3 through 5. Each lesson can be completed in approximately 45 minutes, although this time will vary depending upon students' abilities, the number of computers that are available, and whether or not students will review one another's work in conferences.

Philosophy Underlying the Young Writer's Workshop

The development of the *Young Writer's Workshop* was guided by several tenets, the first of which is that **students learn to write by writing**. The culmination of every lesson in the *Young Writer's Workshop* is a free writing exercise in which students have the opportunity to apply that particular aspect of writing they learned in the lesson.

Second, **reading is the foundation of writing.** When students read, they are exposed to a wide variety of writing models. Each lesson in the *Young Writer's Workshop* includes a brief reading passage that typifies the skill featured in the lesson.

The third tenet is that **students learn more efficiently when they are aware of the elements that constitute a skill**. At the beginning of each lesson in the *Young Writer's Workshop* an introduction familiarizes students with the writing skill that is the foundation of the lesson. These introductory paragraphs are also summarized in the form of a writing tip that

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students can remember easily.

Fourth, **if students have an opportunity to practice essential writing skills, they are more likely to apply these skills when they write independently**. Two preliminary exercises are provided in each lesson in the *Young Writer's Workshop*. These exercises let students practice a particular aspect of writing before they are asked to write independently.

The fifth tenet is that **a guided writing application helps students bridge the gap between learning a writing skill and applying it independently**. As a prelude to free writing, each *Young Writer's Workshop* lesson gives students an opportunity to complete a guided writing exercise. In many cases, the guided writing exercise serves as the prewriting step for free writing.

Sixth, **writing instruction is more effective when it is multidimensional**. The reproducible pages that are the basis of each lesson provide students with pencil-and-paper as well as computer-based writing activities. In addition, teacher outlines have been furnished for each lesson in the *Young Writer's Workshop*. These lesson outlines suggest various class exercises that promote the target skill. When taken together, these activities incorporate all the language arts in the instructional process.

Using the Young Writer's Workshop

General Preparation

One of the most effective ways of using the *Young Writer's Workshop* is to **provide each student with a manila folder or large envelope**. The folder or envelope can be used to hold each student's Activities Disk, completed lesson pages, and any other materials they created as part of a lesson. You can then store the folders in a clearly labeled box or file cabinet drawer so they will be available when they are needed.

Skim through the Teacher's Resource section of the *Young Writer's Workshop* to familiarize yourself with the philosophy underlying the program. Review the table of contents, read the introductory page in each section, and review some of the lessons so you will be familiar with the instructional presentation.

Use your word processor to preview several of the guided writing activities on the Activities Disk. Note the steps you are taking so that you can prepare your students to use the Activities Disk on their own.

If you feel it is necessary, **make any changes in the activities now before you copy the disk for your students**. The activities in *Young Writer's Workshop* have been designed to appeal to a broad range of students, but you may want to customize some activities to meet your specific needs. If you have purchased the ASCII version of the Activities Disk, you may want to adapt the files for your particular word processor. One thing you will certainly want to do is to load the ASCII files and then save them using your word processor. This will take you less than an hour. More time will be required if you choose to customize the files.

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Be sure to **make a working copy of the Activities Disk**. Put the original in a safe place as a backup. Use the working copy to make as many disks as you need for your students.

The Activities Disk is two-sided, so be sure to copy both sides. You have the option of copying each side onto a single-sided 5 1/4-disk, but we encourage you to maintain the two-sided format. This means that students will have to handle only a single disk.

Important Note: There is enough room remaining on the Activities Disk for a student to save both the guided and free writing activities in each lesson. Therefore, under normal circumstances, students should need only their copy of the Activities Disk to save their work.

Lesson Preparation

Each lesson in the *Young Writer's Workshop* comprises six elements:

1. An introduction to the skill.
2. A reading passage that illustrates the skill.
3. An activity that acquaints the students with the skill.
4. A second activity to refine the skill.
5. A guided writing activity that is based on a file on the Activities Disk.
6. A free writing activity that gives students an opportunity to apply the skill.

The reproducible student worksheets and the Activities Disk contain almost all the materials necessary to have your students complete the lesson. The only additional material you might need is a dictionary and a thesaurus. If you decide to have your students do their free writing manually, you'll also need paper or a writing notebook. Please note, however, that the greatest benefit can be reaped from the *Young Writer's Workshop* if students are using a word processor.

In general, a lesson should proceed in the manner described below. You should also refer to the section of this manual entitled *Preparing Students to Use the Young Writer's Workshop* for additional suggestions on conducting a lesson.

Begin by skimming the outline and the reproducible student worksheets for the lesson. Pages 17 through 72 contain outlines for the lessons in the *Young Writer's Workshop* and pages 73 through 172 contain the reproducible student pages. The lesson outline contains the page numbers for the corresponding student pages, the location and name of the Activities Disk file, and a reproduction of the Activities Disk file for the lesson. Everything you will need to conduct a lesson can be found on the lesson outline page, the student worksheets, and the Activities Disk file.

Skimming the outline and student worksheets will familiarize you with the purpose of the lesson and the instructional steps we recommend. Annotate the lesson outline page with any comments that are relevant for your students. Note also any additional instructional procedures you feel are necessary.

Make as many copies as you need of the student worksheets. In order to save paper, you can copy the pages front to back as they are found in the binder. If you choose to copy on two separate sheets of paper, be sure to

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have students fill in their names on both sheets. A name box is printed on both sides of the lesson page.

Distribute the appropriate pages to your students and follow the procedure described in the lesson outline to introduce the skill and complete the pencil-and-paper activities. Review the students' work in the manner suggested in the lesson outline.

Provide the students with any specific word processor instructions they will need to complete the guided and free writing activities. Students should already know how to use the word processor (See *Preparing Students to Use the Young Writer's Workshop).* In certain lessons, however, there may be specific techniques with which the students may be unfamiliar. For example, in one lesson they are expected to replace an asterisk with a correct mark of punctuation. In this situation, you should ensure that the students know how to use the search function of the word processor.

Have the students use a word processor and the Activities Disk to complete the guided writing activity. A printed version of each Activities Disk file can be found on the corresponding lesson outline page. When the students have completed the activity, you should decide if they should save or print their work.

Important Note: When students have their own Activities Disk, they can save their work using the existing filenames on the disk. For example, if a student completed the activity named STORM, the work could be saved using the same name.

If more than one student is using a disk, however, you will have to follow a different procedure. Suggest that students save their work using the format FILENAME.XXX, where FILENAME is the name of the Activities Disk file and XXX is the student's initials. For example, a student named Sheri L. Sullivan would save the file named STORM using the filename STORM.SLS.

Have the students use a word processor or pencil-and paper to complete the free writing activity. As was true with the guided writing activity, you should decide if they should save or print their work. We encourage you, however, to have the students complete their free writing using a word processor.

When feasible, have the students break up into small groups to discuss their writing. Refer to the section of this manual entitled *The Writing Conference* for additional suggestions.

Tell the students to store the Activities Disk, the completed lesson pages, and their printed or written work in their folder or envelope. Keeping the materials together in this way makes it more likely that you will be able to start lessons promptly. It also enables students to see how much writing they have done throughout the year, and gives you something substantial to show parents when you have a conference with them.

Preparing Students to Use the Young Writer's Workshop

Plan to spend two or three half-hour sessions

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preparing students to use the *Young Writer's Workshop*. During this preparation, you will introduce them to the components of the *Young Writer's Workshop*, copy and distribute Activities Disks, prepare the writing folder, and ensure that the students know how to use your word processor.

As a general introduction to the *Young Writer's Workshop*, tell the students that they will be using the computer and worksheets to learn more about writing and to improve their writing skills. Show them the components of the *Young Writer's Workshop*, and then give them a general explanation of the process they will be following in each lesson.

If you plan to let the students use writing folders, this is a good time to distribute them. Have the students put their name on each folder; you may want them to use felt-tip markers to draw a pattern of colors on their folder so it can be identified easily. Show the students where the folders will be stored, and discuss the procedure you would like them to follow to retrieve their folders.

This is also a good time to distribute Activities Disks to the students. If you want them to make their own copy of the Activities Disk, you should plan to do it now. Remember, make a working copy of the original Activities Disk. Have the students use the working copy to make their own copy of the disk. Ask the students to identify their Activities Disk by name, and if possible, by the same pattern of colors as the writing folder. Use a felt-tip marker to identify copies of the Activities Disk. Have the students identify clearly sides A and B of the Activities Disk.

During this general introduction, you may want to familiarize the students with the procedures for participating in writing conferences and publishing their work. Information on the writing conference begins on this page, and publishing is discussed on page 11.

Conclude the general preparation by discussing the various stages of the writing process (see pages 8 through 13). You may want to establish a standard procedure for your students to implement the writing process, beginning with prewriting and ending with publishing. The most successful implementations of the writing process occur when students have ample time to engage in each stage of the writing process, so you should give some thought to how the writing process can best be carried out in your classroom.

The Writing Conference

Research suggests that students' writing improves most quickly when they have an opportunity to share their work with their peers, obtain constructive responses from them, and revise their work. One of the most popular ways to accomplish this peer response process is the writing conference.

There are no hard and fast rules for conducting a writing conference. There are several guidelines you can follow, however, that increase the likelihood of an enjoyable and beneficial experience.

Generally speaking, students interact best in small groups (three to five students). Vary group

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make-up from assignment to assignment, and include students with diverse ability levels in each group. During the conference orientation, explain that a conference is a team and through teamwork students can help one another improve their writing.

Students should understand clearly what they are supposed to do in the conference. Provide them with an orientation to conferencing at the beginning of the school year and periodically throughout the year review the purpose of the conference. It is a good idea to create a poster with the rules you have established for a conference.

During each conference, writers will read their work to the other members of the group. Some students may be reluctant at first to do this and will need your support or that of a peer. After a time, however, almost all students enjoy reading their work. The group should then respond by sharing their reactions. Be sure that students realize that the purpose of the conference is to help one another improve their writing, and that they should show good team spirit. Be sure to direct their reactions to specific parts of the written work and remind them to make well-defined suggestions.

Encourage students to have positive as well as negative reactions. Too often, students focus on only the negative aspects of one another's writing. Authors certainly learn through negative criticism, but learning is faster and more pleasant when positive feedback is given.

When they are conferencing, students should pay special attention to the skills that are featured in a lesson. For example, in the lesson dealing with strong verbs, students should consider the use of verbs when they are listening to the writer read her or his work. You should remind students about the particular aspect of writing you want them to consider before they begin each conference.

Writers should develop an "accepting ear" when they listen to the reactions of their peers. They should not second guess the other members of the group, nor should they let the comments of others change either their style or substance. The most important benefit of a conference is understanding how others perceive our writing, and the best way to do that is to listen to them. A writer may choose to clarify a point, but discourage students from defending or justifying their position.

In some lessons, the teacher outline suggests that the conference group nominate a student's work to be read to the rest of the class. When this is the case, the group should explain to the rest of the class why a particular work was chosen. This practice will help group members clarify their thinking about why they have nominated a particular student's work.

Finally, teach students to congratulate and compliment one another at the end of the conferencing process. This reinforces the concept that the writing conference group is a team and leaves students with a good feeling about sharing their work with their peers.

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One of the most exciting trends in education has been the widespread realization that writing is a process rather than a product. As an outgrowth of this realization, educators have changed their approach to teaching writing and have moved away from exclusive dependence on grammar, usage, and spelling drills. They have instead begun to teach writing as a process that consists of prewriting, drafting, revising, and polishing. Ideally, there is a fifth step to the writing process, publishing, in which students see their work in a class, school, or district publication.

A word processor is especially well suited to teaching the writing process. The text entry and editing capabilities of a word processor help students implement the writing process easily so their work is both creative and appealing.

Prewriting

The first step in the writing process is prewriting, laying the groundwork for what will follow. The principal prewriting activities are *outlining*, *brainstorming*, and *nutshelling*.

Outlining is the traditional approach to prewriting. It involves the creation of major headings, secondary headings, and supporting details. Outlining is especially useful if you have compiled a substantial amount of information about a topic or know your topic very well.

You can introduce your students to outlining by creating a word processing file with the text below and saving it using the name *Outline.Tem* (outline template). Students can then copy and use this template to create their own outlines.

Print a copy of the outline template for each student in the class. If this is not possible, transfer the printout to a transparency to be used with an overhead projector. Discuss the outline as a class exercise, covering both the rationale behind using an outline and the mechanics of creating an outline with a word processor. For example, show how major headings are displayed in bold and how the different levels of the outline are indented by tabs.

```
                    Outline.Tem

                      Title

        First  Major  Heading
           First  Subheading
              First  Detail
              Second  Detail
           Second  Subheading
              First  Detail
              Second  Detail
        Second  Major  Heading
           First  Subheading
              First  Detail
              Second  Detail
           Second  Subheading
              First  Detail
              Second  Detail
```


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Brainstorming

A second approach to prewriting is brainstorming, which is nothing more than writing ideas on paper as they come into mind. This technique is useful when you have only a general idea about your topic and the approach you want to take.

The secret to brainstorming is to jot down whatever thoughts come to mind without trying to organize them into any specific order. Once you have exhausted your store of wild ideas, you set to the task of arranging them into a logical sequence.

The text below shows an example of brainstorming. Print a copy of the text for each student in the class. If this is not possible, transfer the printout to a transparency to be used with an overhead projector. As a class exercise, discuss how the writer has written many ideas but has not tried to organize them into a meaningful form. Be sure the students understand that brainstorming is most successful when it is spontaneous. The purpose of brainstorming is to get ideas onto paper, and no idea is too silly or unimportant to include. If it pops into mind and relates to the writing topic, write it down. After you have "emptied your brain," you can go back and revise the brainstorm, expand on the ideas, and create a first draft.

```
Brainstorm: The Great Ski Weekend!

More fun than anything
Getting down the mountain without falling
Wipeout—the ultimate ski experience
Renting skis—waiting in line
Buying lift tickets—waiting in line
Getting lunch—waiting in line
Waiting in line—who cares, it's worth it
Trying to get on the chairlift—scary
Trying to get off the chairlift—even
worse
Taking lessons is a good idea (no, the
best idea)
Falling asleep on the way back to the
lodge
Tree skiing, but not on purpose
Backward skiing, but not on purpose
```

Nutshelling

Nutshelling is a third approach to prewriting. It is best used when you know the essential ideas you want to convey, but are not sure how you want to elaborate upon them. Type the essential ideas in the order that they come to mind and then rearrange them in a way that seems reasonable. After you have identified the essential ideas, you can expand upon them by adding supporting details.

To show your students what nutshelling looks like, copy the nutshell on the following page onto a transparency to be used with an overhead projector. Point out how the nutshell contains the important information that will be included in the first draft.

Drafting

Creating the first draft of a manuscript, whether it is a class assignment or a novel, is the most

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challenging aspect of the writing process. A word processor can reduce the challenge to manageable proportions and turn drafting into an activity that students anticipate with excitement rather than dread.

Be sure your students are aware that drafting is best accomplished when it is linked to the preliminary document created during the prewriting process. You can emphasize this relationship by creating a draft of a composition based on one of the prewriting documents mentioned previously. As a class exercise, compare the draft with the corresponding prewriting document, pointing out how they are related.

Nutshell: The City in Winter

The first few hours after a snowfall are great. Everything looks so clean and soft. It's a different place.

By the end of the first day it's slush city. You get splashed by every driver, and risk falling whenever you cross a street. It's the pits.

Taking shortcuts through department stores.

Great places in the park where the snow lasts and lasts. Good sledding and snowball fights.

The first flakes begin falling and then the rest of the storm follows. Like the first flakes are scouts and send messages to the rest of the gang that it's all right to follow.

Sometimes the snow takes weird shapes, especially when it covers statues.

Hoping cars get stuck so we can help them and earn big bucks.

Bundling up to stay warm on the way to school.

Climbing the snow mountains that the plows leave. The one down near the river is awesome.

There is a procedure you can follow to help your students learn how to make a draft conform to an outline. Use your word processor to create an outline and then a first draft of a story. Rearrange the elements of the draft into random order. Have the students use the cut and paste functions of the word processor to rearrange the text in the draft so it conforms to the outline. You may choose to preview this activity on the chalkboard or actually have students "cut and paste" the draft on paper before they use the word processor.

Revising

Once students have completed the first draft of a manuscript, they face the sometimes disheartening task of revising their initial effort. When this is undertaken in the traditional way, with pen and paper, the revision process is time consuming, repetitive, and seemingly endless. A good word processor, however, takes the sting from the revision process.

A good way to show students the revision process is to create draft

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and revised versions of a story and transfer them to a transparency or make a copy for each student in your class. As a class exercise, compare the draft and revised versions of the same story.

During the discussion of the revision process, be sure to focus on the mechanics of using your word processor. The features you should discuss are highlighting text, cutting, copying, and pasting text, finding text, and replacing text.

Polishing

Students sometimes underestimate the importance of polishing, especially if they have worked long and hard on the content of a written product. The final phase of the writing process is polishing the revised draft. It is during this phase that the writer ties up the loose ends by making a final grammar and spelling check, changing words here and there, and formatting the manuscript so it is attractive to the reader.

You can overcome this attitude by discussing with the students the amount of effort they put into prewriting, drafting, and revising. Be sure they know that spelling, usage, and other language errors detract from the appeal of their work, and that the relatively slight effort involved in polishing will result in a much better manuscript.

Emphasize that one aspect of polishing is graphic design, using the capabilities of a word processor to create a page layout that adds to the readability of the manuscript. Some students who are less than enthusiastic about the language arts aspects of polishing may find the design functions more appealing. Once they become involved in the design, they can be encouraged to work on the language arts shortcomings of the manuscript.

You can provide a concrete example of the benefits of polishing by creating a polished version of the story you previously revised. Use the features of your word processor such as margin and spacing adjustment, bold and italic print, and the like to polish the revised story so it is attractive and readable. Transfer the revised and polished versions to a transparency to be used with an overhead projector or make a copy for each student in your class. As a class exercise, compare the two versions. Have the students begin by identifying the format differences between the two files such as margins, tabs, rulers, line spacing, and alignment. Then examine the differences in the text characteristics. Discuss how the improvements in the polished version of the file add to its attractiveness and readability.

Publishing

Students write better and enjoy it more when their work is published. They gain a sense of accomplishment, feel pride in their writing, and are encouraged to continue their efforts when their words are shown to others. Publishing students' work is undoubtedly the most fitting climax to the writing process.

Displaying students' writing on a class or school bulletin board is one popular way of publishing. Bulletin board displays can be made more

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effective if you follow a few simple guidelines:

- Display students' work soon after it has been completed. When the thrill of publishing follows closely upon the completion of a writing assignment, it is more likely that students will be reinforced for their efforts.
- Make bulletin board displays a special event. Communicate to students that their work is being published because it has been written well. Avoid displaying so much written work that it becomes commonplace.
- Change displays often. If the same written work is displayed for too long, it loses its reinforcing value. After a student's work has been removed from the bulletin board, keep it in the student's writing folder. Be sure to note on the written product when it was displayed on the bulletin board. You may want to keep a master log or "index" of work that has been posted.
- Notify parents when their child's work is being displayed. Invite the parents in to see the work, and if possible, take a picture of the bulletin board and send it to the parents.
- Make the display attractive. Even very young students recognize a "classy publication," so be sure the bulletin board has strong visual appeal.
- Show students' names prominently near their work. Nothing is quite so inspiring as seeing your name in large print.
- Involve students in the creation of the bulletin board. It will make your job easier and will increase students' appreciation for the display.

School newspapers or literary journals are a good place to publish students' work. If your school does not have a newspaper or literary journal, then by all means start one. Your publication need not be elaborate, and your word processor and a photocopying machine are all the production equipment you will require.

The chief limitation of a school newspaper is space. There is simply not enough room in the typical school newspaper to publish the work of a large number of students. Because of this limitation, it makes sense to start a class literary journal. A class journal affords you and your students complete control over the publishing process. It also gives you all the space you need to publish your students' work.

The secret of a successful classroom publication is organization. The entire class should be involved; production activities should be completed on a regular basis, and the publication should appear on a predictable schedule. For example, if the publication is to appear monthly, time should be set aside each week for activities such as using the word processor to enter and print text.

Include the work of all your students in the classroom publication. It is unlikely that you will be able to squeeze every student's writing into the same issue, but you can create a poster showing the contents of upcoming issues. The practice of showing what will appear in upcoming issues is followed by most professional publications, and provides students with

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the incentive necessary to keep writing.

Local newspapers are often willing to publish students' writing, either as an occasional piece or as a regular feature. Admittedly, relatively few students will see their work in a local newspaper, but when it does appear, such work is a significant inspiration to other students.

The Writing Process in the Classroom

Despite the enthusiasm that has been generated by the writing process, many teachers still raise a serious question about its use in the classroom: "How can I implement the writing process without sacrificing other aspects of the curriculum?" There is no simple answer to the question, but there are several recommendations you can follow that will allow your students to enjoy the benefits of the writing process without disrupting the rest of the curriculum.

The secret to the successful implementation of the writing process is organization. Satisfaction with the writing process is inversely proportional to the effort needed to get started. In other words, if initiating the writing process is troublesome, neither you nor your students will be happy.

Students should have all their writing materials, including pens, pencils, and paper or a notebook, in a folder or envelope that is kept in a writing center or other convenient location. The writing center should also contain any reference materials the students might need.

Establish a standard procedure for making the transition between instruction in other subjects and implementing the writing process. For example, if rearranging desks or tables in the classroom is necessary, the students should be aware of their responsibilities and know where the tables or desks should be placed. You will find that students work more quickly and quietly when they know what they are supposed to do.

Be realistic about the amount of time you spend on the writing process. Writing is an important literacy skill, but it is not the only subject in the curriculum. Decide how much time you think the students should be writing in the classroom, distribute this time reasonably throughout the school week, and establish a firm schedule. This will keep writing from encroaching on other subjects and vice-versa.

Finally, don't hesitate to use the writing process when students have writing assignments in the content areas. There is no reason why students shouldn't complete a science report with the same kind of good writing they use for a composition. When students apply the writing process to complete an assignment in another subject area, they not only create a better finished product, they come to realize that writing skills can help them do better work in other subject areas.

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Writing with a Purpose (Cassette, grades K - 3)

Young Author's Program (Filmstrip, grades K - 3)

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Classroom Computer Learning, 2169 Francisco Blvd, East, Suite A4, San Rafael, CA 94901

Electronic Learning, 730 Broadway, New York, NY 10003

Teaching and Computers, 730 Broadway, New York, NY 10003

The Writing Notebook, 2676 Emerald, Eugene, OR 97403

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Lessons 1 through 10 will give students an opportunity to practice writing creatively. The topics about which they will write vary considerably, from reality (*Storm*) through fantasy (*Alien*). You should have no trouble motivating students to use this section. In fact, your biggest problem might be trying to get them to stop writing when you want to end the lesson!

Although this section encourages students to be creative and imaginative when they write, you will discover that there is enough structure in each lesson to ensure that students have a clear direction. Students are usually prolific when they write creatively, but their work suffers because it lacks focus. You might want to point out to students how the structure of the lessons in this section is helping them focus their imagination. Don't try to diminish their enthusiasm, but be sure they realize that good creative writing must be coherent to be enjoyed.

There are two ways you might want to teach the lessons in this section. One way is to teach the lessons consecutively so they form a creative writing unit. The advantage of this approach is that you will have the opportunity to refine skills that are presented throughout the lessons. You will also be able to encourage students to approach the lessons with a common frame of reference.

The second way to teach the creative writing lessons is to distribute them throughout the year by interspersing them between other lessons. For example, you might want to begin a week with a creative writing lesson so students will get off to an enjoyable start. You might also teach a creative writing lesson to help students overcome "writer's block." If you distribute these lessons throughout the year, be sure to remind students at the beginning of the lesson that even highly creative writing still requires enough organization to be readable. This will help students avoid using creativity as an excuse for writing without thinking.

Brainstorming is perhaps the best prewriting strategy for the lessons in this section. In order to get your students off to a quick start to a lesson, you may want to organize them into small groups for a prewriting conference.

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Lesson Outline

Lesson 1: The Big Thrill

Student Pages 73 and 74

Ask the students to discuss some thrilling things they have done, and list some of these things on the chalkboard. Have a student read the introductory material on page 73 aloud, and then explain to the students why it is easy to write about things they know well. Remind them that they know their own experiences better than anything else.

The students should read the story about Dr. J. on their own. Discuss the story briefly, and then have the students answer the two questions about the story. Review their answers as a class exercise.

Have the students write three sentences about a thrilling thing that happened to them. Discuss these thrilling events as a class exercise.

Provide students with directions to start their word processors and begin the guided writing activity on page 74. You can decide if they should save or print their work. After the students have completed the activity, have them break up into small groups to compare their endings with one another.

The students should now write a story about something thrilling that happened to them. You can make this either a computer or a pencil-and-paper assignment. Encourage the students to include in their stories the four elements mentioned on page 74. After they have completed their free writing, students should break up into small groups to share their work.

Activities Disk: Side A
Filename: Thrill

```
Thrill

Write an ending to this story about
Grant's big thrill.

   Grant thought it was unfair that the
city was selling the park. He wrote a
letter to the newspaper and was surprised
when it was printed. Some of his friends
called him and said his letter was good.
Then he got a call from the television
station.
```


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Lesson 2: Point of View

Student Pages 75 and 76

Ask the students to name their favorite animals and then write the names on the chalkboard. Choose one student to read aloud the introductory paragraphs on page 75, and then review the writing tip with the students.

Read aloud the story about the fox on page 75. Have the students read along with you silently. When you are finished, ask the students what they thought about the fox's point of view.

Have the students answer the questions on page 75 and then review their answers as a class exercise. Choose a student to write on the board the other students' comments about the fox's view of snow. Now go back to the list of the students' favorite animals you wrote on the board. Ask the students to describe these animals and talk about the different ways they might look at the world.

Then have the students look at page 76 and complete the first activity. As a class exercise, review their answers, emphasizing the different words students use to describe animals.

Provide students with directions to start their word processors and begin the guided writing activity on page 76. Remind them to think like a fish when they answer the questions. You can decide if they should save or print their work. After the students have completed the activity, review their work as a group.

The students should now write a story from the point of view of their favorite animal. Remind the students to consider the factors mentioned on page 76. They should also try to think of other things to include. You can make this either a computer or a pencil-and-paper assignment. After they have completed their free writing, students should break up into small groups to share their work.

Activities Disk: Side A
Filename: View

View

Think like a fish to complete each sentence. Write one more paragraph to finish the story.

The _____ is my home. I do not breathe air. I breathe _____.

I eat little fish. _____ fish try to eat me. I must _____ fast to escape.

Fishermen try to _____ me. I must be _____ not to eat a worm with a hook in it.

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Lesson Outline

Lesson 3: Soaring

Student Pages 77 and 78

Begin by explaining that *soaring* is another word for *flying*. Then tell the students that in this lesson, they will take an imaginary trip in which they soar over your town.

Choose a student to read the introductory paragraphs on page 77. Read the writing tip to the students, and elaborate as necessary so they understand the concept.

Have the students read the story on page 77 to themselves. Ask them what they thought of Wendy's flight, and then have them answer the questions on the page. Have several of the students share their answers.

The students should turn the page and answer the questions at the top. Write on the chalkboard the different answers to the first two questions, and then have the students discuss the answer to the third question.

Provide students with directions to start their word processors and begin the guided writing activity on page 78. If possible, have the students use a thesaurus or dictionary. You can decide if they should save or print their work. After the students have completed the activity, write on the chalkboard the various words the students used. Leave the words on the board and encourage the students to use them for the free writing activity.

The students should now write a story about flying around their own home town. You can make this either a computer or a pencil-and-paper assignment. Encourage the students to include in their stories the four elements mentioned on page 78. After they have completed their free writing, students should break up into small groups to share their work.

Activities Disk: Side A
Filename: Soaring

```
Soaring

Write five words to describe what you would
do when you flew around your home town.
Some examples have been done for you.

Examples:  swoop,  flip,  loop-the-loop

1.
2.
3.
4.
5.

Write five words to describe how you would
feel when you flew around your home town.
Some examples have been done for you.

Examples:  scared,  excited,  thrilled

1.
2.
3.
4.
5.
```


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Lesson 4: Storm

Student Pages 79 and 80

Discuss with the students the different kinds of storms in your area and other storms the students have experienced. Choose one student to read the introductory paragraphs on page 79 and have the class read along silently. Encourage students who have been in a snowstorm to discuss their experiences.

Read the writing tip and story, and then have the students find words to describe each of the storms listed in the first activity. After they have finished, write the name of each kind of storm on the chalkboard, and under the name, list the words the students chose.

Have the students complete the activity on the next page. Break them up into small groups and let them discuss how they completed the sentences. Each group should choose an ending to one of the sentences and share it with the entire class.

Provide students with directions to start their word processors and begin the guided writing activity on page 80. Tell them that if they want, they can mention storms they have never seen. To do this, they will have to use their imagination and think about storms they have read about or seen on TV or in the movies. You can decide if they should save or print their work. After the students have completed the activity, have them break up into small groups to share their writing with one another.

The students should now write a story about the worst storm they have ever been in. You can make this either a computer or a pencil-and-paper assignment. Remind them to use powerful words to describe the storm and to try to make the reader experience the storm. After they have completed their free writing, students should break up into small groups to share their work.

Activities Disk: Side A
Filename: Storm

```
Storm

Answer these questions about storms.

What kind of storm do you like best?
Explain why.

What kind of storm is most frightening?
Explain why.

Which storm would be the most difficult to
work in if you were a police officer?
Explain why.

Where is your favorite place to be during a
storm?
```


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Lesson 5: Alien

Student Pages 81 and 82

Begin by asking the students to describe what comes to mind when they hear the word *alien*. Then have one of them read aloud the introductory paragraphs on page 81. The other students should read along silently. Explain to the students that in this lesson they will let their imaginations run wild when they describe an alien.

The students should read to themselves the story about the alien. As an extension of the lesson, you may choose to have the students draw a picture of the alien they described.

Tell the students to think of their own alien. They should answer the questions on page 81 to describe where their alien lives. Then have them turn the page to answer the second set of questions about their alien. When they have completed the activity, discuss the various planets and aliens as a class exercise.

Provide students with directions to start their word processors and begin the guided writing activity on page 82. Tell them to fill in the blanks in the story and then write several sentences to describe their alien's heads. You can decide if they should save or print their work.

The students should now continue and complete the story about their alien. You can make this either a computer or a pencil-and-paper assignment. Encourage the students to include in their story both the prompts mentioned on page 82 and ideas from their own imaginations. After they have completed their free writing, students should break up into small groups to share their writing. Students within each small group should choose one student to share his or her alien story with the entire class.

Activities Disk: Side A
Filename: Alien

Alien

Fill in the blanks to complete this story about your alien. Write several sentences to describe your alien's heads.

The alien _____ was from the planet _____. This planet looks _____.
The creature had _____ arms and _____. It moved by _____.
I could see the alien's _____ heads. They were _____
_____.

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Lesson 6: Get Small

Student Pages 83 and 84

Ask the students to imagine that they are shrinking into a miniature person just six inches tall! Tell them to close their eyes and imagine themselves as this tiny person as you read aloud the introductory paragraphs on page 83. Afterward, have the students discuss what it would be like to be just six inches tall. Take out a ruler and show them what six inches looks like. Tell the students that the writing tip for this lesson is useful when they are describing an object or an event, especially if they are "stuck."

Have the students read Tim's story silently. Discuss his experience, and have the students think of additional experiences Tim might encounter. The students should complete the activity on page 83. Encourage them to consider their own homes and the routine things they do. The students should then complete the sentences on the following page. Remind them to use their imagination as they think of other people's reactions.

Activities Disk: Side A
Filename: Small

Provide students with directions to start their word processors and begin the guided writing activity on page 84. They should be creative in making their survival kit, and should keep in mind that things that are useful when they are full-sized might not be so helpful when they are tiny. You can decide if they should save or print their work. After the students have completed the activity, have them create a class-consensus survival kit.

The students should now write a story about being six inches tall. You can make this either a computer or a pencil-and-paper assignment. They can use the ideas on pages 83 and 84 as an outline, but should use their imagination to expand the story. After they have finished, students should break up into small groups to share their work.

```
Small

List five things you would need for a
"small person's survival kit" and explain
why you would need them. One example is
done for you.

Example: A fish hook and line would help me
climb things.

1.

2.

3.

4.

5.
```


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Lesson 7: How It Happened

Student Pages 85 and 86

Tell the students that many of the things we take for granted had to be invented or discovered. Mention fire, the wheel, doors, and clocks. Have the students name some other important things that had to be discovered.

Let the students read to themselves the introductory paragraphs on page 85. Review briefly the writing tip, and then read aloud the story about Arun and Darek. The students should read along silently with you, and then discuss if this sounds like a reasonable way for the wheel to have been invented.

The students should complete the activity on page 85. When they have finished, write on the chalkboard a list of the inventions they identified. Have the students turn the page and complete the activity. As a class exercise, identify the solutions to the different problems.

Provide students with directions to start their word processors and begin the guided writing activity on page 86. Tell the students to go back in time and put themselves in the shoes of an inventor when they write their answers. A good way to do this is to describe a problem like the one in the example. You can decide if they should save or print their work. After the students have completed the activity, have them break up into small groups. The groups should decide which explanations are the most probable.

The students should now write a story about an important invention. You can make this either a computer or a pencil-and-paper assignment. Encourage them to use their imagination to expand the story. After they have completed their free writing, review their work as a class exercise. You may want to create awards such as "The Most Outrageous" and "The Most Sensible."

Activities Disk: Side A
Filename: Invent

```
Invent

Tell what the inventor of each thing might
be thinking. One is done for you.

CHIMNEY: When I light a fire to stay warm,
the room gets filled with smoke. I must
find a way to get the smoke out of the
room.

LOCK:

SADDLE:

LIGHT BULB:

COMPUTER:
```


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Lesson 8: If I Could See

Student Pages 87 and 88

Activities Disk: Side A
Filename: See

Prepare the students by asking them to name some exotic places they would like to visit. Have the students read the introductory paragraphs on page 87, and then discuss the writing tip with them. Point out that when they write about a special place, they will describe both the place and how they feel about it.

Have the students read the story about Africa. When they have finished, discuss the facts and feelings that are in the story. The students should then write the names of five places they would like to visit. As a class exercise, have the students identify places they would like to visit. Write the names of these places on the chalkboard.

The students should turn the page and explain why they want to visit two of the places they identified. Remind them to include both facts and feelings in their explanations.

Provide students with directions to start their word processors and begin the guided writing activity on page 88. Most students will not have visited these places, so they should use their imagination or information from books, TV, or the movies. If necessary, discuss with the students the places mentioned in the file. You can decide if they should save or print their work. After the students have completed the activity, discuss their work as a class exercise.

The students should now write a story about a special place they want to visit. You can make this either a computer or a pencil-and-paper assignment. They can use the ideas on page 88 as a starting point, but should use their imagination to expand the story. After they have completed their free writing, students should break up into small groups to share their work.

```
See

List three things you might see in each
place. One is done for you.

SOUTH POLE: Snow, seals, and penguins

SAHARA DESERT:

ITALY:

YELLOWSTONE PARK:

PANAMA:
```


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Lesson 9: A Great Idea

Student Pages 89 and 90

Begin by asking students if they have ever thought of a great idea for an invention. Have a few students describe their inventions, and then have the class silently read the introductory paragraphs on page 89. Explain the writing tip to the students by telling them that they will practice writing logically by describing their great idea.

Have one student read the great idea story aloud while the rest of the class reads along silently. Discuss the "hide-a-brella," and then ask the students to think of two "great ideas" to complete the next activity. Review the students' ideas as a class exercise, and then have them turn the page and complete the naming activity. Write some of the students' names for the imaginary inventions on the chalkboard. Have the class choose the best name for each invention.

Provide students with directions to start their word processors and begin the guided writing activity on page 90. Tell them that by answering the questions, they are developing an outline they can use for their great idea. You can decide if they should save or print their work.

After the students have completed the activity, have them write a story about their great idea using the outline they created. Encourage them to add other elements to the outline if they can. You can make this either a computer or a pencil-and-paper assignment. Once they have completed their free writing, students should break up into small groups to share their work. One great idea from each group should be presented to the class by the members of the group.

Activities Disk: Side A
Filename: Idea

```
Idea

Answer each question about your "great
idea."

What is the name of your "great idea"?

What will it do?

Who will buy it?

What will it look like?

How will it be used?
```


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Lesson 10: Pet Peeves

Student Pages 91 and 92

Activities Disk: Side A
Filename: Peeve

Explain to the students the traditional meaning of the term "pet peeve," and then explain the play on words that is the basis of this lesson. The students should read silently the introductory paragraphs on page 91 and then discuss the ideas as a class exercise.

Review the writing tip for this lesson. Tell the students that it is more difficult to write about things you don't like, but it is an important skill they should learn. Have one student read aloud the story of Ollie and Flossie while the rest of the class reads along silently.

Have the students do the activity on page 91. Discuss their "pet peeves" as a class exercise, and then have the students turn the page and complete the activity at the top of the page. Go over the students' answers, and have the class vote on the most interesting peeves.

Provide students with directions to start their word processors and begin the guided writing activity on page 92. They should first identify and fill in the name of the animal that is speaking, and then use their imagination to complete the peeve. The students can use several sentences if they want. You can decide if they should save or print their work. After the students have completed the activity, have them break up into small groups to review one another's work.

The students should now write a story about an animal's peeve. You can make this either a computer or a pencil-and-paper assignment. They should use the ideas on page 92 as a start but include any new ideas they think are appropriate. After the students have completed their free writing, they should summarize their work for the class. Give awards for the funniest peeve, most serious, most ridiculous, and so on.

Peeve

Write the name of an animal for each of these "pet peeves" and then tell what the animal might like to say to people.

People are always asking what I have in my trunk. I am an _____ . I want to tell people _____

I live at the South Pole. People laugh because I look funny. I am a _____ . I want to tell people _____

My neck is very long and I have spots. People say "How's the air up there?" I am a _____ . I want to tell people _____

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Details

Most beginning writers are better at presenting the "big picture" than they are at portraying details. This a natural step in the development of good writing skills, and it is not until students have had many opportunities to write and have received good instruction that they learn how to provide the appropriate level of detail. The lessons in this section will give students the guidance they need to notice and describe details so their writing will be more vivid.

The reason most students have a difficult time with including details in their writing is because they are in too much of a hurry, either in making observations or recording them. Lessons 11 through 20 will help students overcome both of these problems. You should be sure to give students enough time to make any observations that are necessary and include the details in their writing.

Accomplished writers have discovered that the best time to include details in their writing is during the revision process. You should bring this to the attention of your students and provide them with time to revise their free writing. The ideal situation would be for them to have at least two opportunities to revise their writing. This is not practical in many classes, but one way to get around this limitation is to let students revise their writing as a homework assignment. If they have done their free writing on a computer, they can print a copy of their work, edit the printed copy at home, and then revise the word processing file on the computer.

Remind students that not all people observe the same details. This is an important fact for them to keep in mind when they are conferencing. Students should not criticize their peers for observing differently. Instead, they should try to understand the writer's perspective and help the writer do a better job from that particular perspective.

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Lesson 11: The Perfect Room

Student Pages 93 and 94

Ask the students to close their eyes and picture their rooms. Ask one student to describe her or his room. Read aloud the introductory paragraphs on page 93 and have the students read along silently with you. Ask the students to name some of the things they would want in their perfect room.

Tell them that when they write about a perfect room, they should think of how the room will look and then describe it. Have the students read the story about one student's perfect room and discuss how the story paints a picture with many details.

Have the students complete the activity on page 93. Remind them that this is a warm-up activity and they are supposed to write about their room now, not the perfect room. Review their answers briefly, and then have them turn the page and describe the perfect room. As a class exercise, draw from the students' ideas to create the perfect room for the class.

Activities Disk: Side A
Filename: Room

Room

Complete each sentence about the room that would be perfect for you.

1. The perfect room would have _____ windows.

2. The bed would be

3. I would put clothes in

4. To do my homework, I would want

5. A special thing I want in my room is

Provide students with directions to start their word processors and begin the guided writing activity on page 94. The students can use more than one sentence to complete statements 2 through 5. You can decide if they should save or print their work so they can use it as a nutshell for the free writing activity.

The students should now write a story about the perfect room. You can make this either a computer or a pencil-and-paper assignment. The students should include the elements mentioned on page 94 and what they wrote for the guided writing activity. After they have completed their free writing, students should break up into small groups to share their work.

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Lesson 12: The Greatest Sport

Student Pages 95 and 96

Activities Disk: Side A
Filename: Sport

Start the lesson by asking students to name either their favorite sport or the sport they think is the greatest. Encourage students to name non-traditional sports such as walking, bicycling, and so on. This will give students who are not involved in team sports a chance to participate in the lesson.

Let one student read aloud the introductory paragraphs on page 95 while the other students read along silently. Discuss the writing tip, and explain that most people think their favorite sport is the greatest because they do it well.

Have the students read the volleyball story to themselves and then discuss the points the writer made in the story. Then ask the students to complete the activity on page 95 by writing down three things the author likes about volleyball.

The students should now answer the questions on page 96. These questions will help students understand what they like about a particular sport.

Provide students with directions to start their word processors and begin the guided writing activity on page 96. Tell them that their answers can be complete sentences or just descriptive phrases. You can decide if they should save or print their work.

The students should now write a story explaining why they think a particular sport is the greatest. They should include the content of the guided writing activity and the elements mentioned on page 96. You can make this either a computer or a pencil-and-paper assignment. After they have completed their free writing, students should break up into small groups to share their work. Each small group should nominate one student's work as being the most convincing.

```
Sport

Answer these questions about your favorite
sport.

1. What is your favorite sport?

2. What equipment do you need to play?

3. How many people do you need to play?

4. How do you play it?
```


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Lesson 13: The Weather Word

Student Pages 97 and 98

Read aloud the introductory paragraphs on page 97 and have the students read along silently with you. Discuss the different ways you can describe the weather, and then have the students read the story about the rainstorm. As a class exercise, have the students identify how the writer describes the storm.

Let the students complete the comparison activity on page 97. When they have finished, have them share their comparisons.

Activities Disk: Side A
Filename: Weather

Weather

Answer these questions about the weather. Use your imagination to write interesting answers.

1. What kind of weather seems the most exciting to you?

2. What is special about this kind of weather?

3. What does the weather make you think of?

4. What does this weather make you feel like?

Have the students complete the first activity on page 98. Encourage them to be creative in their choice of words to describe the seasons. For example, if spring or fall is stormy in your area, you might suggest words like *angry* or *violent*.

Provide students with directions to start their word processors and begin the guided writing activity on page 98. Remind the students that the activity asks them to write about exciting weather, not necessarily the weather they like the best. You can decide if they should save or print their work. After the students have completed the activity, have them break up into small groups to share their work with one another.

The students should now write a story about a day when the weather seemed special. Tell them to consider things like the temperature, the wind, the amount of sun or rain, how cold it was, and what they did on this day. You can make this either a computer or a pencil-and-paper assignment. A good way to get started is to think about the three elements listed on page 98. After they have completed their free writing, organize the students into small groups based on the kind of weather they wrote about. The students should compare the different ways they described the weather.

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Lesson 14: Sounds Like

Student Pages 99 and 100

Ask the students to be very quiet for a moment and listen to the sounds around them. See if they can identify the sounds they hear. Choose one student to read the introductory paragraphs on page 99 while the other students read along silently.

Review the writing tip and then have students think of words that sound like what they mean. Tell them to read the passage and to think about the sound words the writer uses.

Activities Disk: Side A
Filename: Sound

Have the students write descriptions for the sound words in the activity. Encourage the students to be creative when they describe the sounds. They should then turn the page and think of sound words for each situation described. Let the students invent new words if they want.

Provide students with directions to start their word processors and begin the guided writing activity on page 100. They should answer the questions by writing one or more complete sentences. You can decide if they should save or print their work. After the students have completed the activity, review their work as a class exercise.

The students should now describe how something sounds. You may want the students to break up into small groups to develop the events they will describe. You can make this either a computer or a pencil-and-paper assignment. The students should include in their writing the elements mentioned on page 100. When they have completed their work, have the students return to their small groups for a discussion.

Sound

Answer these questions about what sounds tell you.

1. If you wake up in the dark, what sounds tell you it is a stormy night?

2. In a gym, how do sounds tell you which side is winning a basketball game?

3. If you are walking near a railroad track, how can you tell if the train is traveling closer to you or farther away?

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Lesson 15: A Touchy Subject

Student Pages 101 and 102

Read aloud the introductory paragraphs on page 101 and have the students read along silently with you. When you have finished, ask the students to name some of the things they touch every day and to tell how they feel. Discuss the writing tip and then have the students read the passage. Tell them to notice how sensitive the writer is to the way things feel.

Have the students complete the first activity by naming objects for each sensation. Review the students' choices as a class exercise. Then have them turn the page and write words to describe the different aspects of touch. Review the students' work as a class exercise. Write on the chalkboard the responses that are the most creative and explain what makes these answers so good.

Provide students with directions to start their word processors and begin the guided writing activity on page 102. Tell them to consider both commonplace things (toast, carpet, and so on) as well as distinctive things (a ride in an elevator or the feel of a kitten's fur). You can decide if they should save or print their work. After the students have finished, review their work as a class exercise.

The students should now describe in writing the way something feels. One way to get started is to have each student in the class write the name of an object or activity on a piece of paper. Fold and collect the papers, and then have students choose topics at random from the collection. You can make this either a computer or a pencil-and-paper assignment. Encourage the students to include in their stories the three elements mentioned on page 102. After they have completed their free writing, students should break up into small groups to share their work.

Activities Disk: Side A
Filename: Touch

Touch

Write the name of an animal, object, or activity. Then write three words to describe how each one feels. An example is done for you.

Snake: scaly, slithery, long

1.

2.

3.

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Lesson 16: A Good Look

Student Pages 103 and 104

Think of an object with which all the students are familiar. Have them describe how the object looks. Then choose one student to read aloud the introductory paragraphs on page 103 while the rest of the class reads along silently. Discuss the writing tip, and then have the students describe the familiar object again, this time using more details.

Have the students read the description of the lamp and then draw what they think the lamp looks like. Have the students share their drawings with one another.

Let the students complete the activity on page 103. Review their work by having the class guess what each student's object is. The students should then turn the page and finish the next activity.

Provide students with directions to start their word processors and begin the guided writing activity on page 104. Remind them to be thorough and pay close attention to visual details. You can decide if they should save or print their work. After the students have completed the activity, have them break up into small groups to share their writing with one another. The groups should choose one student's writing as the best description of what the student is wearing.

The students should now describe what they would wear to a dinner at the White House. The clothes can be something they own or they can make up an outfit. You can make this either a computer or a pencil-and-paper assignment. Encourage the students to include in their stories the three elements mentioned on page 104. After they have completed their free writing, review the students' work as a class exercise and give awards for the "best dressed," "most outrageous," and the like.

Activities Disk: Side A
Filename: Clothes

Clothes

Write about how you dressed today.

1. Name the clothes you are wearing today.

2. Describe the colors you are wearing today.

3. Tell about the features of these clothes (designs, buttons, zippers, pockets, and other things).

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Lesson 17: Taste That

Student Pages 105 and 106

Read aloud the introductory paragraphs on page 105 while the students read along silently with you. Discuss the paragraphs, as most students will not have much experience describing various tastes.

Have the students read the description of Mexican food to themselves. When they have finished, have them identify the different ways the writer used to describe the taste of Mexican food. Be sure to point out the comparison of salsa to a crowded market.

Activities Disk: Side A
Filename: Taste

```
Taste

Write two words about how each food tastes.
One is done for you.

1. Apple: sweet and crunchy

2. Peach:

3. Bread:

4. Fish:

5. Cheese:
```

Have the students complete the activity on page 105. As a class exercise, discuss their answers and write on the chalkboard the different words the students chose. Repeat the process for the activity on the following page, but instead of describing a hamburger, the students should describe their favorite food.

Provide students with directions to start their word processors and begin the guided writing activity on page 106. Tell the students that the two words they choose need not be similar to one another, but they should describe the particular food. You can decide if they should save or print their work. As a class exercise, discuss the various descriptions. Try to create a class composite of what the foods taste like.

For the free writing activity, the students should describe the taste of their favorite meal. Encourage them to use comparisons and to follow the guidelines in the directions. They may include additional information if they like. You can make this either a computer or a pencil-and-paper assignment. When they have completed their free writing, students should break up into small groups to share their work. You may want to group students according to the foods they selected.

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Lesson 18: Sweet Smell

Student Pages 107 and 108

Read aloud the introductory paragraphs on page 107 while the students read along silently with you. Read the writing tip, and then ask the students to describe different smells and what they bring to mind. Have the students silently read the story and ask the students if any of them has ever smelled rotting grass. Refer the students to the last sentence of the first paragraph and ask them if the description helps them think of the smell of rotting grass.

Activities Disk: Side A
Filename: Smell

Smell

Complete each sentence about smells.

1. My favorite smell is

2. The worst thing I ever smelled is

3. A summer day smells like

4. A park near my house smells like

Have the students think of words that match the smells in the exercise. Encourage them to think of typical as well as unusual things. Then have them turn the page and complete the sentences about how smells make them feel. Review their work as a class exercise.

Provide students with directions to start their word processors and begin the guided writing activity on page 108. They should complete the sentences about smells and then write additional sentences if they choose. You can decide if they should save or print their work. After the students have completed the activity, let them break up into small groups to share their writing with one another. Each group should select one student to share his or her completed sentences with the class.

The students should now write a story about a smell that brings back a memory. You can make this either a computer or a pencil-and-paper assignment. Encourage the students to include in their stories the three elements mentioned on page 108. Tell them that when they describe the smell, they can either compare it to familiar smells or use descriptions from other senses such as "It was a bright smell." Organize the students into small groups to share their work.

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Lesson 19: About Me

Student Pages 109 and 110

Ask the students what writing topic they know best. If no students guess "themselves," explain why this topic is most familiar to all of them. Have them read the introductory paragraphs on page 109 to themselves, and then discuss the tip. Tell the students that if they focus on just a few details about themselves, they can be more thorough in their writing. Trying to describe everything about themselves would take too long.

Have the students complete the activity on page 109 by thinking of five words to describe themselves. Encourage them to be creative in their choice of words and to use a dictionary or thesaurus. Have them turn the page and complete the next activity. Be sure they understand they should write sentences that show how other people might describe them. Review their work as a class exercise.

Activities Disk: Side A
Filename: Myself

Provide students with directions to start their word processors and begin the guided writing activity on page 110. Remind them that they should focus on the characteristics listed in the Activities Disk file. You can decide if they should save or print their work. As a class exercise, have the students read one characteristic they described.

```
Myself

Write one or more sentences about yourself
using these details.

1. Sense of humor

2. My favorite thing

3. How I dress

4. What I do in my spare time
```

The students should now write a description of themselves as if it were for a person they never met. Remind them to focus on one particular characteristic just as they did in the previous exercises. You can make this either a computer or a pencil-and-paper assignment. Encourage the students to follow the directions on page 110. After they have completed their free writing, you should collect their work and redistribute it among the students in the class. See if students can guess the name of each writer from the description.

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Lesson 20: Extreme Fun

Student Pages 111 and 112

Introduce the topic by telling the students that they can relive an enjoyable activity by sharing it in writing. Choose a student to read aloud the introductory paragraphs on page 111 while the other students read along silently. Discuss the writing tip so students know that when they describe something that was fun, they should tell what happened and how it made them feel.

To reiterate this point, have the students read the story about water skiing. Have the students answer the questions about the story, and then review their work as a class exercise.

The students should now complete the next activity by writing one sentence about each of three different things they did that were fun. Tell them to focus on what they did rather than how they felt about it. Create a chart on the chalkboard showing the different events the students wrote about.

Provide students with directions to start their word processors and begin the guided writing activity on page 112. They should use as many details as they can remember to answer the questions. You can decide if they should save or print their work. After the students have completed the activity, have them break up into small groups to share their work with one another.

The students should now write an imaginary story about having fun. You can make this either a computer or a pencil-and-paper assignment. Encourage the students to include in their stories the three elements mentioned on page 112. Even though this is an imaginary story, they should describe as many details as they can. Let the students organize themselves into small groups to share their work. Have each group select the best imaginary story and let the writer read it to the rest of the class.

Activities Disk: Side A
Filename: Fun

```
Fun

Write about a time you had a lot of fun.

1. Where did it happen?

2. What happened that was fun?

3. Whom were you with?
```


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Sending letters is the most practical application of students' writing skills. Unfortunately, very few students send letters, and even fewer are taught how to write good letters. The Letters section of the *Young Writer's Workshop* will help you overcome both of these problems.

The ideal way to use the lessons in this section is to time them so they coincide with events in the students' lives. For example, the lesson entitled *Thanks* could be taught near a holiday and *We Need Your Help* near the time of a local event for which community support is being sought.

The exception to this rule, of course, is the *Time Capsule* lesson in which students are given an opportunity to write to students from the future. The ideal way to culminate this lesson is to store students' letters to the future in a large can (a coffee can with a plastic lid is perfect) that is stored in the school or public library. If you take this route, inform a local newspaper of what you are doing so they can print a brief story. This story may be the key that helps a student in the future find your time capsule. Can you imagine how excited students would be several hundred years from now to discover a letter from their fellow students in the past?

At the beginning of each lesson, you should remind students that the best letters are those in which the writer's "voice" speaks to the reader. Tell them that the closer they can write the way they speak, the more the reader will enjoy the letter.

The most important contribution you can make to students' letter-writing skills is providing them with encouragement to send letters. Letters are a unique form of writing because the act of sending one is almost as important as its content. If you can motivate students to send letters often, you will be giving them, their friends, and their family a gift that will last a lifetime.

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Lesson Outline

Lesson 21: Thanks

Student Pages 113 and 114

Begin with an informal discussion about letter writing. Ask students to tell about letters they have written or received lately. Have the students read the introductory paragraphs and writing tip on page 113 to themselves.

Choose one student to read the thank-you letter aloud as the class reads along silently. Discuss why receiving such a letter would make someone feel good. Ask the students if any of them have ever received a thank-you letter. Have students answer the questions about the letter, and then check their answers as a class exercise.

Ask students to name different occasions when they have written or will write a thank-you letter (birthdays, special trips, holidays). Then have them complete the activity on page 114. Ask volunteers to share their answers with the class.

Provide students with directions to start their word processors and begin the guided writing activity on page 114. Encourage them to use their imagination when filling in the blanks in the letter. For example, they might receive a car, a stereo, or a trip to Paris as a birthday gift. Tell them they can use more than one word to fill in the blanks. You can decide if they should save or print their work. After the students have completed the story, review their work as a class exercise.

The students should now write a thank-you letter to a real person. You can make this either a computer or a pencil-and-paper assignment. Remind the students to follow the steps listed on page 114. After they have completed their free writing, have them break up into small groups to share their work with one another.

Activities Disk: Side A
Filename: Thanks

Thanks

Complete this letter of thanks. Use your imagination to fill in the blanks.

Dear _____,

I was so surprised when I saw my new _____. It was such a nice present for my birthday because _____. The best thing I like about it is _____.

When all my friends saw it they said, _____. Thank you so much.

Love,

_____

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Lesson 22: It's Been a Long Time

Student Pages 115 and 116

Ask students to tell about friends or relatives who live far away, when they get to see them, and how they keep in touch between visits. Have the students read the introductory paragraphs on page 115. Read the writing tip aloud, and then choose one student to read the friendly letter as the class follows along. Have the students answer the questions about the letter, and then review their answers as a class activity.

Ask students to think about someone who has moved away and what interests and activities they shared with this friend. They might also think about whether their friend knew other family members or classmates they would want to hear about. Then have them complete the activity on page 116. Ask volunteers to share their answers with the class.

Activities Disk: Side A
Filename: Penpal

Provide students with directions to start their word processors and begin the guided writing activity on page 116. Be sure the students know how to solve the code. You may want to let them use the search and replace function of your word processor. You can decide if they should save or print their work. After the students have rewritten the story, review their work as a class exercise.

The students should now write a diary letter. They should write from memory about something they did each day of the previous week. You can make this either a computer or a pencil-and-paper assignment. After they have completed their diary letter, have them break up into small groups to share their writing with one another.

```
Penpal

Decode this letter using Whitney's code.

Whitney's code:
a   e   i   o   u   y
$   #   *   %   ^   =

D#$r   Melissa,

   * w$s s% h$pp= wh#n y%^r l#tt#r c$m#.
M= br%th#r w$s l%%k*ng %v#r m= sh%^ld#r,
s% * d#c*d#d t% ^s# th*s c%d#.
   M= gr$ndm%th#r h$s $ h%rs# f$rm. Sh#
s$*d * c%^ld r*d# wh#n#v#r * w$nt#d.*f
y%^ c%m# f%r $ v*s*t, y%^ c$n r*d# D^st=.
H# *s m= f$v%r*t# h%rs#.

   * m*ss y%^.

                    Y%^r   fr*#nd,

                    Whitney
```


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Lesson 23: Time Capsule

Student Pages 117 and 118

Give students an opportunity to share what they know about time capsules. Then have them read the introductory paragraphs and the writing tip on page 117 to themselves. Ask students what objects they might put in a time capsule besides a letter.

Choose a student to read aloud the letter on page 117 as the class follows along silently. Have the students discuss what they learned from the letter and then complete the first activity.

Activities Disk: Side A
Filename: Capsule

Capsule

Write five things that you think will be interesting to kids 200 years from now. Here is an example:

People who sing and play music are very rich. We call them rock stars and pay money to see them and listen to them sing.

1.

2.

3.

4.

5.

Point out that there are many things in today's world that might seem funny to kids 200 years from now (drive-in restaurants, clothes, shopping malls, and even computers). Have students name other examples and then let them complete the activity on page 118.

Provide students with directions to start their word processors and begin the guided writing activity on page 118. Encourage them to think of different aspects of life when writing for kids in the future (food, movies, clothes, and so on). You can decide if they should save or print their work. Have the class compile a list of things that would be interesting to kids in the future.

Have the students write their own letter for a time capsule. You can make this either a computer or a pencil-and-paper assignment. Encourage the students to use the items they listed in the guided writing activity. After they have completed their free writing, have them break up into small groups to share their writing with one another. If possible, gather the students' letters, put them in a large can or plastic container, and label the can with something like "Do Not Open Until 2190." Ask your school or local librarian if the "time capsule" can be kept in the library.

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Lesson 24: I've Got a Problem

Student Pages 119 and 120

Activities Disk: Side A
Filename: Problem

Introduce the lesson by describing a time you had a problem with a product you'd bought. Explain that sometimes you have to write a letter to help solve the problem. Have the students read the introductory paragraphs and writing tip on page 119 to themselves. Ask volunteers to give examples of problems they've had with toys, games, clothes, and other items.

Choose one student to read the letter to Running Feet, Inc. Point out the heading and closing for a business letter. Ask students to answer the questions about the letter, and then review their answers as a class exercise.

Remind students of the problems mentioned in the introductory discussion. Have the students write about three problems they have experienced. Ask several volunteers to read one item from their list for the class.

Provide students with directions to start their word processors and begin the guided writing activity on page 120. You may want to read the letter aloud and have students discuss possible endings before working on their own. You can decide if they should save or print their work. After the students have completed the letter, review their work as a class exercise.

The students should now write their own letter about a problem. You can make this either a computer or a pencil-and-paper assignment. Remind the students to include the elements listed on page 120. After they have completed their free writing, have them break up into small groups to share their work with one another. Each group should select one letter to be read to the rest of the class. You may want to have the students actually send the letters.

```
Problem

Complete this letter of complaint by
explaining what the manager of the
amusement park should do.


Dorset Park
Brackney, Montana

Dear Manager,

   My family went to your amusement park
last weekend. Four of the rides were not
working, and the others were so crowded we
spent most of our time in line. Some of the
rides shut down at 3:00 PM, even though you
are supposed to be open until 5:00 PM.
   I think you should
```


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Lesson 25: We Need Your Help

Student Pages 121 and 122

Start a class discussion about school or community events that required a lot of volunteer help (e.g. bike- or walk-a-thons, clean-up campaigns, holiday food baskets, and the like). Talk about the different kinds of help various events need (organizers, workers, participants). Then read aloud the introductory material and writing tip on page 121.

Ask for a volunteer to read the letter on page 121, and then have the class complete the information about the letter. Review their answers as a class activity.

Ask students to describe volunteer efforts they or their family are involved in. Have the students turn the page and list four projects. Ask volunteers to share their lists with the whole class.

Provide students with directions to start their word processors and begin the guided writing activity on page 122. Encourage the students to create an outline to organize the details before they write. You can decide if they should save or print their work. After the students have completed the letter, they should organize themselves into small groups to discuss their work.

The students should now write their own letter about a special project. You can make this either a computer or a pencil-and-paper assignment. You may want to provide the students with help in choosing a special project or refer them to the four projects they wrote about in the exercise at the top of the page. Remind the students to include the elements listed on page 122. After they have completed their free writing, have them break up into small groups to share their writing with one another. Each group should select one letter to be shared with the rest of the class.

Activities Disk: Side A
Filename: Cleanup

```
Cleanup

Write a letter to ask people to help clean
up a park in your town. Include the
following information.

Town name: Homeville
Park name: Willow Spring Park
Date: April 19
Time: 9:00 AM to 4:00 PM
Other information: Free lunch will be
provided by the fire company. Large plastic
bags for trash will be provided by Jensen's
Market.
```


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Lesson 26: Congratulations

Student Pages 123 and 124

Walk around the classroom and congratulate a few students on different achievements in school, sports, or outside of school. Tell them how you feel, and maybe give them a pat on the back. Explain that another way to give someone a pat on the back for a good job is to write a letter. Have a volunteer read aloud the introductory material and writing tip on page 123. Another volunteer should read the letter on the page.

Ask students to name things they have done that have made them proud. Have them check the list on page 123 to determine who deserves to be congratulated, and then review their answers as a class activity. Ask the students to name other people who should be congratulated, and then have them complete the activity on page 124 on their own.

Activities Disk: Side A
Filename: Proud

Provide students with directions to start their word processors and begin the guided writing activity on page 124. You may want to have students share a few ideas on the structure and content of the letter before working on their own. You can decide if they should save or print their work. After the students have completed the letter, review their work as a class exercise.

Proud

Write a letter of congratulations to a friend who won a prize at the Science Fair. Your friend's project was about storing food so it wouldn't spoil. Be sure to tell your friend how you feel.

The students should now write their own letter of congratulations. You can make this either a computer or a pencil-and-paper assignment. Remind the students to include the elements listed on page 124. After they have completed their free writing, have them break up into small groups to share their work with one another. Each group should select one letter to be read to the rest of the class. You may want the students to send the letters.

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Developing a distinctive style is an important step in your students becoming accomplished writers. The lessons in the Style section will help your students take this step, and will also hone certain usage skills such as adjectives and adverbs. (Another section of the *Young Writer's Workshop* emphasizes usage skills.)

As a general preparation for the Style section, you might want to select several writers with whom your students are familiar. Choose excerpts from works by these writers and discuss with your students the different elements that constitute the style of each. For example, point out the kinds of verbs the authors prefer, the way they describe people and events, and other characteristics that contribute to a distinctive style. You might even want to make a poster or chart comparing the different authors.

Another idea is to ask students if they can identify the characteristics of their own style. Begin with a class discussion and follow it up by asking students to write down a description of their own style. (If you have made a poster comparing the styles of various authors, you may want the students to create a comparable poster of their own styles.)

Collect the descriptions and hold them until the end of the school year. Repeat the activity and have students compare the two perceptions of their style.

As a follow-up to each lesson in the Style section, you should create a "vignettes" bulletin board. On this bulletin board you can post excerpts from students' writing that typified the skills featured in each lesson. For example, after the *Strong Verbs* lesson, you could post on the bulletin board short sections of the students' writing in which they used strong verbs. Be sure to indicate on the bulletin board the title of the lesson and the name of the person whose work you selected. Try to choose different students' work each time so all the students will have an opportunity to be "published."

An additional resource you may find useful is the video series *The Author's Eye*. See the *Bibliography* section of this manual for further information.

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Lesson 27: Refreshing Expressions

Student Pages 125 and 126

Ask the students if they've ever heard of the word "cliche´." Explain that a cliche´ is an expression that is used so much it becomes stale. Have the students read the introductory paragraphs and writing tip on page 125 to themselves. Discuss how "old" expressions can make writing boring.

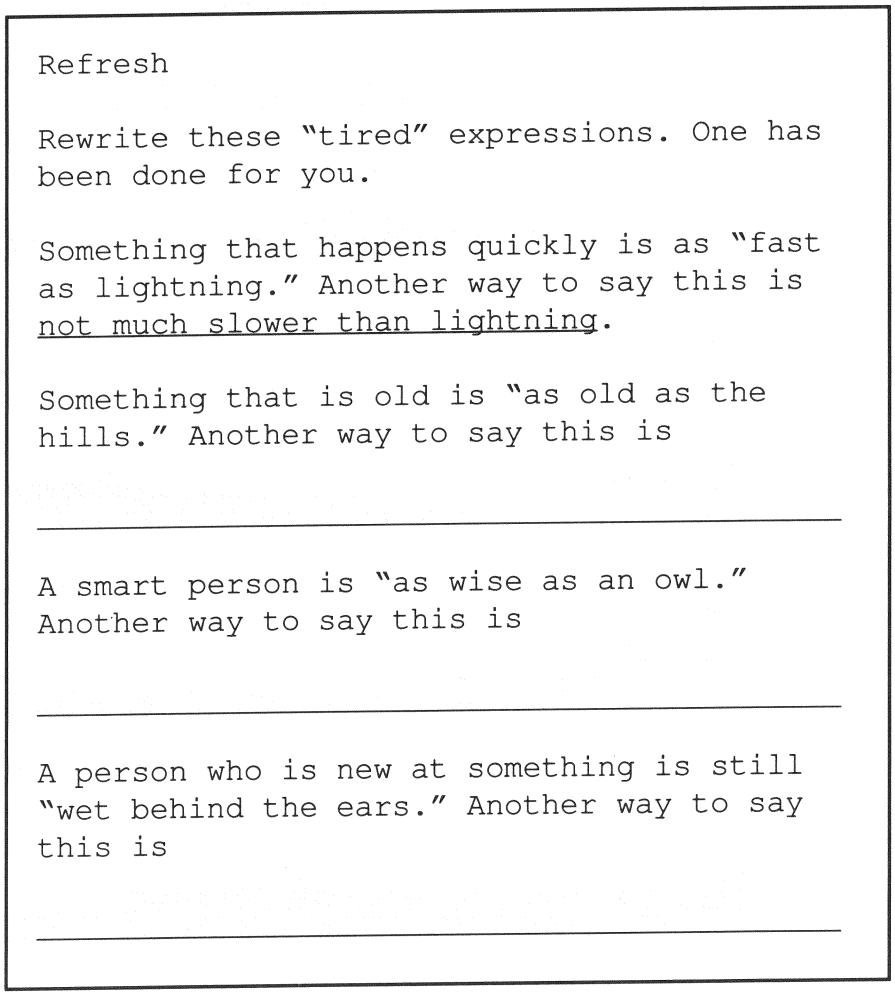
Choose one student to read the story aloud as the rest of the class follows along silently. Have the students point out the expressions in the story and discuss how they've been changed from the original. Then have the students complete the activity. Ask volunteers to share their answers with the rest of the class.

Talk about other examples of overused expressions that the students are familiar with (dry as a bone, quiet as a mouse). Have the students complete the activity on page 126, and review their answers as a group exercise.

Provide students with directions to start their word processors and begin the guided writing activity on page 126. Tell them that their answers can be either sensible or silly, so long as they "refresh" the old expressions. You can decide if they should save or print their work. Review their work as a class exercise.

The students should now write an adventure story. You can make this either a computer or a pencil-and-paper assignment. Encourage them to think of exciting, "refreshed" expressions to describe elements in the story. Remind them that they can use "tired" expressions when they are drafting, and can then "refresh" them when they revise. After they have completed their work, have them break up into small groups to share their writing with one another. Each small group should choose one story for presentation to the rest of the class.

Activities Disk: Side B
Filename: Refresh



Refresh

Rewrite these "tired" expressions. One has been done for you.

Something that happens quickly is as "fast as lightning." Another way to say this is not much slower than lightning.

Something that is old is "as old as the hills." Another way to say this is

_____

A smart person is "as wise as an owl." Another way to say this is

_____

A person who is new at something is still "wet behind the ears." Another way to say this is

_____

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Lesson 28: A Good Description

Student Pages 127 and 128

Ask the students what the difference is between the phrases "a car" and "a shiny new red car." Have volunteers give other examples of descriptions.

Make sure you have a thesaurus on hand before you choose a student to read the introductory paragraphs and the tip on page 127. Explain what a thesaurus is, and then look up an adjective (e.g. nice) to find synonyms (pleasant, pleasing, friendly, delightful).

Activities Disk: Side B
Filename: Modify

Have the students read the story to themselves. Then ask them to identify the adjectives in it. Have them complete the first activity on their own. Review their answers as a class exercise and write on the chalkboard all the adjectives the students identified.

Tell the students that adjectives can describe size, color, number, sound, texture, and many other qualities. The students should then turn the page and complete the activity. Have volunteers share their answers with the class.

Provide students with directions to start their word processors and begin the guided writing activity on page 128. Remind them to think of colorful new adjectives to complete the story. They can use more than one adjective for each blank. You can decide if they should save or print their work. Review the students' work as a class exercise.

The students should now write a story about a trip they have taken. You can make this either a computer or a pencil-and-paper assignment. Encourage the students to use many different adjectives as they describe the elements mentioned on page 128. Organize the students into small groups to review one another's work. Have each group identify one sentence from each student's writing that shows good use of adjectives.

Modify

Fill in each blank with an adjective.

The _____ city street was filled with cars, trucks, and buses. A _____ police officer stood on the corner and directed traffic.

We went into a _____ restaurant. It was filled with a _____ smell that made us very hungry.

A _____ waiter brought us to a table. He sat us near a _____ statue. A woman was playing _____ music on a harp. This was going to be a _____ meal.

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Lesson 29: Adjective Scale

Student Pages 129 and 130

Ask the students to name several adjectives that describe *time*. You may want to provide a few starters such as *ancient*, *antique*, and *prehistoric*. Then have the class work together to arrange the adjectives on a time scale.

Read the introductory paragraphs on page 129 aloud as the class follows along silently. Read the writing tip and discuss how the time words have different shades of meaning.

Have the students read the size words to themselves. Then ask the students to look at the list of speed words. Discuss the meanings of the words, and then have the students put the words into an adjective scale. Review the students' work as a class exercise.

Ask the students to suggest categories of words such as temperature, number, and emotion. For each category, have the students give a few examples of adjectives. Encourage the students to think of their own words, and then have them complete the activity on page 130. Review their answers as a group exercise.

Provide students with directions to start their word processors and begin the guided writing activity on page 130. Discuss briefly the differences between the sound adjectives. You can decide if they should save or print their work. Have each student read one sentence he or she has written.

The students should now create their own adjective scale and then write a sentence for each word on the scale. You can make this either a computer or a pencil-and-paper assignment. Tell them to follow the steps listed on page 130 and to think back to the class discussions if they need ideas for words. Review the students' work as a class exercise by writing on the chalkboard selected adjective scales.

Activities Disk: Side B
Filename: Scale

```
Scale

Write a sentence for each word on the
adjective scale. One has been done for you.

MOST        deafening

            loud

            noisy

            quiet

LEAST       silent

1. The roar of the jet plane was deafening.
2.
3.
4.
5.
```


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Lesson 30: Dressing a Verb

Student Pages 131 and 132

Ask a student to draw a circle in the air. Have another student slowly draw a circle, and have a third student quickly draw a circle. Discuss how the same basic action was changed by the addition of the adverbs *slowly* and *quickly*.

Have the students read the introductory paragraphs and writing tip on page 131 to themselves. Then choose one student to read the story aloud as the rest of the class follows along. Read the first two sentences again, leaving out the adverbs. Discuss how this changes the tone of the sentences.

Ask the students to identify other adverbs in the story, and then have the students complete the activity on page 131 by writing a good adverb for each verb. Check their answers as a group exercise.

Read aloud the sentences on page 132 as if there were no blanks. Discuss the action involved in each sentence and the different ways it can be done. Then have the students complete the sentences on their own. Ask volunteers to share their answers with the class.

Provide students with directions to start their word processors and begin the guided writing activity on page 132. Tell them that they should consider the meaning of a sentence and how it fits in the story before choosing an adverb. You can decide if they should save or print their work. After the students have completed the activity, review their answers as a group exercise.

The students should now write an ending for the story about Queen Inara. You can make this either a computer or a pencil-and-paper assignment. Remind them to think about the elements mentioned on page 132 and to use adverbs to describe how actions are being done. Let the students break into small groups to share endings.

Activities Disk: Side B
Filename: Inara

Inara

Fill in each blank with an adverb from the list.

ADVERB LIST: easily, happily, mightily, cautiously, angrily

The Black Knights ran _____ after the queen and her son. The horse was too fast, and Inara and Leo escaped _____.

Leo's horse, Amber, carried the pair to the deep forest. There they were greeted _____ by their friends and family. They would rest tonight before continuing their journey in the morning.

About midnight a terrible noise shook the forest. _____, the Queen arose and looked to the sky. The great dragon Faldor soared _____ through the night sky.

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Lesson 31: A Good Start

Student Pages 133 and 134

Discuss how the beginning of a good story catches the reader's interest and read several examples with which your students are familiar. Choose one student to read the introductory paragraphs and writing tip on page 133 as the rest of the class follows along.

Ask different students to read each one of the four example sentences. Discuss why each sentence makes a good starter. Be sure the students know the different types of beginning sentences, and then have them complete the activity on the page. Check their work as a class exercise.

Read aloud each incomplete sentence on page 134 and identify the category to which it belongs. The students should then write their own endings to the sentences. Review their answers as a group exercise.

Provide students with directions to start their word processors and begin the guided writing activity on page 134. They can write more than one sentence on each topic, but they should try to make the first sentence the strongest. You can decide if they should save or print their work. After the students have completed the activity, have them break into small groups to share their writing with one another.

The students should now write their own beginning sentences using the four categories. You can make this either a computer or a pencil-and-paper assignment. Tell them to follow the steps listed on page 134 and to refer to the examples on page 133 if necessary. Let each student read one sentence, and have the class identify the category to which the sentence belongs. Then have the students break into small groups to review their work.

Activities Disk: Side B
Filename: Begin

```
Begin

Write a strong beginning sentence for each
story. One has been done for you.

This story is about an old barn. Begin the
story with a statement.
   The barn was so old it looked like it
could fall down any minute.

This story is about a new park for a town.
Begin the story with a question.

This story is about a lion that escapes
from a circus. Begin the story with
suspense.
```


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Lesson 32: Wrapping It Up

Student Pages 135 and 136

Begin the lesson by mentioning a favorite book of yours and how it ends. Encourage the students to discuss their own favorite stories and endings. Ask a student to read the introductory paragraphs on page 135 aloud as the class follows along. Read the tip and explain how a strong ending makes a good impression on the reader.

Have the students read the text on voting. Discuss how the last sentence summarizes the contents of the paragraphs. Ask the students to complete the ending sentences for the two paragraphs in the exercise. Have volunteers from the class share their endings.

Read each story outline on page 136 and allow time for the students to talk about possible endings. Then have the students write ending sentences of their own. Review their answers.

Provide students with directions to start their word processors and begin the guided writing activity on page 136. Tell the students that they should try different endings. You can decide if they should save or print their work. After the students have completed the activity, have them break into small groups to discuss their work. The group should choose an ending to the story to be shared with the class.

The students should now write three different endings for a story idea they have created. The story idea should be just long enough to provide context for the ending sentence to make sense. You can make this either a computer or a pencil-and-paper assignment. Tell the students to follow the steps listed on page 136. After they have completed their free writing, have them break into small groups to share their work. Each group should nominate one student's work to be shared with the rest of the class.

Activities Disk: Side B
Filename: End

```
End

Write three different paragraphs to end the
story.

   Nick couldn't believe it. The blind kid
named Ralph was trying out for the
wrestling team. That was really stupid.
Nick hoped he didn't have to wrestle
against him.
   The next day at practice the coach chose
Nick to wrestle against Ralph. Nick didn't
know what to do. He didn't want to hurt
Ralph, so he didn't wrestle very hard.
Before he knew it, Ralph had pinned him.
Nick could have died. Ralph was a great
wrestler!
   After practice, Nick sat down beside
Ralph. As they talked, Nick realized that
Ralph was a cool guy, even if he couldn't
see.

Ending 1:
Ending 2:
Ending 3:
```


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Lesson 33: Variety

Student Pages 137 and 138

Ask the students what would happen if they ate the same food or did something in the same way day after day. Have one student read the introductory paragraphs on page 137 aloud as the other students follow along. Read the writing tip and discuss different kinds of sentences (simple, compound, with phrases, with clauses).

Have the students read the story to themselves. Then ask the students to point out different kinds of sentences in the story.

Activities Disk: Side B
Filename: Variety

Variety

Change the sentences in this story so they have more variety.

The polar bear lives near the North Pole. It is cold there. There is much snow. The polar bear is white. A polar bear is almost the same color as the snow.

The polar bear can swim. It is a good swimmer. It can swim for many miles.

Polar bears eat meat. They catch animals and eat them. In the summer they may eat berries. If they can find them.

Have the students complete the first activity on their own. Review the students' answers and discuss the different kinds of sentences they formed.

Start an informal discussion about your town, and then have the students write their own sentences on page 138. When the students are finished, have volunteers share their work with the class. Create a "town profile" on the chalkboard by listing some of the students' sentences.

Provide students with directions to start their word processors and begin the guided writing activity on page 138. Tell the students to combine sentences or ideas to make more interesting sentences. You can decide if they should save or print their work. After the students have completed the activity, review their answers as a class exercise.

The students should now write a story about a bird or animal that lives near your town. You can make this either a computer or a pencil-and-paper assignment. Tell them to include the details listed on page 138 and to vary the types of sentences they use. After they have completed their free writing, have volunteers share their work with the rest of the class.

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Lesson 34: Strong Verbs

Student Pages 139 and 140

Ask the students which sentence gives a clearer picture: 1) Sandy went down the hall; or 2) Sandy limped down the hall. Have a student explain the difference between the sentences. Tell the students to read the introductory paragraphs and writing tip on page 139 to themselves.

Ask one student to read the story aloud as the class follows along silently. Have volunteers point out the strong verbs in the story. Direct the students to complete the first activity on their own. Then review the students' answers as a group exercise.

Have the students read the story on page 140 to themselves. You may want to mention one or two examples for the first blank to get the students started, and then allow them to fill in the blanks. Have volunteers share their answers with the class. Create a group story by choosing the best answers from among the class members.

Activities Disk: Side B
Filename: Irma

Irma

Fill in each blank with a strong verb.

One morning Karen _____ in and woke her brother Grant. "Come on downstairs, Grant. Irma is _____ weird."

The two children _____ down the steps and into the basement. Irma was there, but she was much thinner. She seemed happy to see them, and _____ against Karen's hand when she _____ into the cage.

Grant lifted the lid to the nest and _____ inside. No wonder Irma had been acting strangely. She had just become a mother. Inside the nest were six little baby mice.

Provide students with directions to start their word processors and begin the guided writing activity on page 140. Encourage them to think of several different words for each blank and to use the one they think is the strongest. You can decide if they should save or print their work. After the students have completed the activity, review their work as a group exercise.

The students should now write a story about a surprise. You can make this either a computer or a pencil-and-paper assignment. Remind them to think about the elements mentioned on page 140 and to use strong verbs as they describe the surprise. After they have completed their free writing, have them break up into small groups to share their writing with one another.

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Lesson 35: Fact and Opinion

Student Pages 141 and 142

Make two statements to the class, one fact and one opinion. For example, you might describe the weather today and how you feel about it. Ask the students to identify which is fact and which is opinion.

Ask a student to read aloud the introductory paragraphs and the writing tip on page 141. You may want to have the students give their own examples of fact and opinion to make sure they understand the concepts.

Read the story aloud as the students follow along silently. Discuss which sentences are facts, which are opinions, and how to tell the difference between them. Then the students should complete the first activity on their own. Review their answers as a group exercise.

Ask the students a few questions about your school to elicit answers that express facts or opinions. Ask the students to complete the first activity on page 142. When they are finished, have several volunteers read their statements and discuss the facts and opinions presented.

Provide students with directions to start their word processors and begin the guided writing activity on page 142. Remind them that a fact is usually accepted by everyone, and that opinions can vary from person to person. You can decide if they should save or print their work. After the students have completed the activity, review their work as a class exercise.

The students should now write a story about a family vacation. You can make this either a computer or a pencil-and-paper assignment. Tell them to use the elements mentioned on page 142 as an outline. After they have completed their free writing, have them break up into small groups to share their writing with one another.

Activities Disk: Side B
Filename: Fando

```
Fando

Follow the directions below to write facts
and opinions.

1. Write a fact about the color of the sky.

2. Write an opinion about the color of the
sky.

3. Write a fact about the governor of your
state.

4. Write an opinion about the governor of
your state.
```


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The greatest challenge the writing teacher faces is encouraging students to improve their usage skills without diminishing either creativity or the inclination to write. The Usage section of the *Young Writer's Workshop* will help in this task, but there is no substitute for a teacher's enthusiasm and persistence.

Just as was true with the Creative Writing section, it makes a great deal of sense to distribute the lessons in Usage throughout the school year. This will prevent students from becoming bored and will serve as a periodic reminder about the importance of good usage to good writing.

Writing teachers have discovered three points that have a positive effect on students' "correctness" when they write. One is associating good usage with the sense of audience. Young writers want their work to be appreciated by those who read it, so they should be aware that good usage contributes to the reader's enjoyment. This relationship should be reinforced throughout the school year as part of every lesson in the Usage section.

The second discovery is that students will be more likely to write correctly if they understand why something is correct. For example, students who ignore end punctuation are inclined to pay more attention to it when they discover that omitting end punctuation makes their writing harder to read. Simply telling students that a grammatical convention is correct does not impress them as much as explaining why it is correct and how this convention will improve their writing.

Finally, be sure that students are aware that correcting usage is best undertaken during revision and polishing rather than during prewriting and drafting. Tell them to make several passes through their writing and to focus on one aspect of usage during each pass. For example, on the first pass they might ensure that sentences begin with a capital letter and end with the correct punctuation mark. On a second pass they might focus on subject-verb agreement, and so on. This approach is used by professional editors, and is an efficient way to attain correctness.

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Lesson 36: Unwind

Student Pages 143 and 144

Begin by explaining that when you write a first draft, sometimes you are concentrating so hard on putting your ideas in writing that you may run a few ideas together. Indicate that this is okay in a first draft, but because these sentences are too long and difficult for others to read, you need to "unwind" them. Have the students read the introductory paragraphs on page 143 to themselves. Read aloud the tip and show the students an example or two on the chalkboard.

Activities Disk: Side B
Filename: Unwind

Unwind

Unwind the sentences in this story that are too long.

My sister and I set up a bird feeder last Saturday and it was fun and will help birds through the winter.

We hung the feeder from a tree near the house. In about an hour the birds started arriving they may have remembered the feeder from last year.

The first birds to arrive were chickadees later we saw juncos, finches, and sparrows. A chipmunk comes by once in a while to pick up seeds from the ground.

Read aloud the two messages as the students follow along. Do not pause except for periods. Discuss the differences between the two, and then have the students complete the first activity. Review their work as a class exercise.

Have the students read the two long sentences on page 144. You may want to have the students suggest possible ways to unwind the sentences before they work on their own. Ask volunteers to share their answers with the class.

Provide students with directions to start their word processors and begin the guided writing activity on page 144. You may want to read the story aloud and have the students point out one or two sentences that are too long before working on their own. You can decide if they should save or print their work. After the students have completed the activity, review their work as a class exercise.

The students should now write their own messages about an upcoming school event. You can make this either a computer or a pencil-and-paper assignment. Remind the students to check for the elements listed on page 144. After they have completed their free writing, have the students break up into small groups to share their work with one another.

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Lesson Outline

Lesson 37: Combine

Student Pages 145 and 146

Tell the students that they can improve their writing by combining short, related sentences into a longer sentence that is still easy to read. Have the students read the introductory paragraphs and the writing tip on page 145 to themselves. Choose two students to read the example sentences. One student should read the short sentences and the other should read the combined sentence. Point out how the sentences sound better after they are combined.

Activities Disk: Side B
Filename: Combine

Combine

Combine each pair of short sentences into a longer one that is easy to read.

1. Hamsters are frisky little pets. Hamsters live in small cages.

2. Snakes make quiet pets. Turtles are quiet, too.

3. Different kinds of dogs have their own personalities. Different kinds of cats have their own personalities, too.

4. Labrador dogs are friendly. Labradors are smart.

5. Robert has a Siamese cat. Robert's Siamese cat hides when people visit.

Have the students complete the first activity. Review their work as a class exercise, pointing out how the subjects were combined in the first sentence and the verbs in the second sentence.

Ask the students to complete the exercise on page 146. Review their work as a class exercise, and then discuss the structure of the new sentences. Point out the use of *that* and *but* and discuss other words that can be used to join sentences.

Provide students with directions to start their word processors and begin the guided writing activity on page 146. You may want to discuss how to combine sentences before the students work on their own. You can decide if they should save or print their work. Review their work as a class exercise. You may want to write on the chalkboard the different ways the students combined the sentences.

The students should now write their own pairs of short sentences and then combine each pair. You can make this either a computer or a pencil-and-paper assignment. Encourage the students to think about interesting facts about animals or pets and to use different methods to combine the sentences. Have them break up into small groups to share their writing with one another.

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Lesson 38: End That Sentence

Student Pages 147 and 148

Ask the students to name the different end punctuation marks, and discuss how each one adds to the meaning of the sentence. Have the students read the introductory paragraphs and the writing tip on page 147 to themselves. Then have three volunteers write a sentence on the chalkboard to illustrate a statement, a question, and a strong command or exclamation.

Ask one student to read aloud the student's paragraphs on page 147. Discuss why the writer decided to end sentences with a particular punctuation mark. Then have the students complete the activity by ending the sentences with appropriate punctuation. Review their answers as a class exercise.

Ask the students to recall conversations they've had today and to think about the different sentences that made up the conversations. Have them write a sentence for each punctuation mark on page 148. Ask volunteers to share their sentences with the class.

Activities Disk: Side B
Filename: Endpunct

Provide students with directions to start their word processors and begin the guided writing activity on page 148. Remind the students to use exclamation marks sparingly; otherwise, they lose their effect. You can decide if they should save or print their work. Review their work as a class exercise.

The students should now write their own letter to an imaginary penpal. You can make this either a computer or a pencil-and-paper assignment. Encourage the students to think about the elements mentioned on page 148 and to use end punctuation to add meaning to their writing. After they have completed their free writing, have them break up into small groups to share their work with one another. Have each group nominate one letter to be read to the rest of the class.

```
Endpunct

Replace each asterisk (*) with the correct
end punctuation.

   Aaron just called me* He just moved to
California* Can you believe it*
   Even though it's November, the
temperature was 75 degrees* Amazing* I
wonder if he'll miss the snow*
   Are you ready for the best news* You and
I are invited to visit him* His father got
two free airplane tickets and told Aaron he
could use them* It's so exciting I could
die*
```


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Lesson 39: Uncommon Comma

Student Pages 149 and 150

Read aloud the introductory paragraphs and writing tip on page 149 while the students read along silently. Place special emphasis on the examples, especially items in a series.

Ask a volunteer to read aloud the announcement on page 149. Have the students point out where commas are used. Explain that if this announcement were read on the radio, the commas would help the announcer know where to pause. Ask the students to read the sentences in the first activity and to indicate where commas are needed. Review their work as a class exercise.

The students should complete the sentences on page 150 on their own. They can use more than one word to fill in each blank. Check their work as a class exercise.

Provide students with directions to start their word processors and begin the guided writing activity on page 150. Remind them of the three places that commas are used, and tell them to refer to page 149 if they need help. You can decide if they should save or print their work. After the students have completed the activity, review their work as a class exercise.

The students should now write their own story about opening a store of their own. You can make this either a computer or a pencil-and-paper assignment. Remind the students to include the elements listed on page 150. Tell the students to use their imaginations to make their stores interesting. After they have completed their free writing, have them break up into small groups to share their work with one another. Each group should nominate one story to be read to the rest of the class.

Activities Disk: Side B
Filename: Comma

Comma

Put commas in this story where they are needed.

The Miller family arrived in Hill County on October 4 1903. They rented a small store at 235 Main Street Hilldale. Within a month, they were in business.

At first the store sold just coats hats and shoes. Later they added shirts pants and other kinds of clothes. Within a year they had more goods to sell than the small store could hold.

On September 9 1904 the Millers opened a larger store at 15 Court Street. They added another store at 914 Main Street Newburg a few months later. Things were going very well for the Millers.

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Lesson 40: Bits and Pieces

Student Pages 151 and 152

Activities Disk: Side B
Filename: Fragment

Write a sentence fragment on the chalkboard. (For example, *Many different kinds of books in the library.*) Point out that it starts with a capital letter and ends with a period, so it looks like a sentence, but there is something missing. Ask the students what is missing (the verb *are*). Have one student read aloud the introductory paragraphs and writing tip on page 151 as the rest of the class follows along silently. If your school library has *Encyclopedia Brown*, you may want to have a copy in class and let the students know they can check it out.

Have the students read the paragraphs on page 151 to themselves. Tell them to be alert for sentence fragments. Ask the students to complete the activity, and then have volunteers share their answers with the class.

Explain that the word groups at the top of page 152 are all fragments. The students should decide what element is missing from each and then circle their answers. Be sure they can identify subjects and verbs. Review their answers as a group exercise.

Provide students with directions to start their word processors and begin the guided writing activity on page 152. Explain that first they have to find the fragments and then decide what is missing. You can decide if they should save or print their work. Review their work as a group exercise.

The students should now write about a book they like. You can make this either a computer or a pencil-and-paper assignment. Remind the students to think about the elements mentioned on page 152 as they write. Tell them to check for sentence fragments when they are revising and polishing. You may want to compile the students' book reviews into a collection that you keep in the class or school library.

```
Fragment

Correct the sentence fragments in this
story.

   The book Stuart Little about a mouse in a
human family. Gets into all sorts of
adventures. He goes down a bathtub drain to
get Mrs. Little's ring.
   Stuart Little also sails a model boat
across a lake. Stuart and a little bird
named Margalo become friends. Margalo gets
lost because of a cat. Stuart for her.
```


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Lesson 41: I Agree

Student Pages 153 and 154

Explain to the students that one step in revising their written work is to make sure that each verb agrees with its subject. If necessary, conduct a mini-lesson on subject-verb agreement, and then have the students read the introductory paragraphs and writing tip on page 153 to themselves.

Choose one student to read the story aloud as the class follows along silently. Point out examples of singular agreement and plural agreement within the story. Then have the students complete the activity by checking the subject-verb pairs that agree. Review the students' answers as a group activity. You may want them to correct the pairs that do not agree.

Ask the students to read the sentences on page 154. They should refer to the subject of each sentence and decide which verb form agrees with it in number. Have volunteers share their answers with the class.

Activities Disk: Side B
Filename: Agree

Provide students with directions to start their word processors and begin the guided writing activity on page 154. Point out that some of the verbs are correct, so the students must first find the incorrect verbs and then change them. You can decide if they should save or print their work. After the students have completed the activity, review their work as a group exercise.

The students should now write their own story about a natural area. You can make this either a computer or a pencil-and-paper assignment. Encourage the students to think about the elements mentioned on page 154 as they write, and to pay close attention to subject-verb agreement when they revise. After they have completed their free writing, have the students break up into small groups to share their writing with one another.

Agree

Revise this story so subjects and verbs agree. Not all the verbs will have to be changed.

The desert are surprisingly beautiful. From a distance it look dry and empty, but if you looks closely, you can sees many wonderful things.

If the spring is rainy, flowers can covers the desert floor. Even cactuses shows their blossoms.

Animals lives in the desert, but they usually hides during the day. At night when it are cool they move about to look for food. Most desert animals is small, but there are a few large ones like lions and coyotes.

Insects plays an important role in the desert ecology. Some looks terrible, like spiders, but others like moths are very beautiful. Insects is food for both birds and animals.

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Lesson 42: Capital Idea

Student Pages 155 and 156

Write the word *teacher* on the left side of the board and your name on the right. You might add *school* and *day*, with corresponding proper nouns as well. Ask the students what the difference is between the words in a pair. Have the students read the introductory paragraphs and writing tip on page 155 to themselves.

Choose one student to read the story aloud as the class follows along silently. Discuss why capital letters are used for some words. Have the students complete the activity by writing a proper noun beside each word on the list. Have volunteers share their answers with the class.

Explain that proper nouns can be more than one word and that each word should be capitalized. Also remind the students that titles such as Mr., Dr., and Senator before proper names should be capitalized. Have the students complete each sentence at the top of page 156 and review their answers as a class activity.

Activities Disk: Side B
Filename: Capital

Provide students with directions to start their word processors and begin the guided writing activity on page 156. Remind them to check the beginning of each sentence and each noun to see if it should be capitalized. You can decide if they should save or print their work. Review their work as a group exercise.

The students should now write their own story about a trip to a museum. You can make this either a computer or a pencil-and-paper assignment. Remind the students to check for the elements listed on page 156 and to pay close attention to the use of capital letters when they revise. After they have completed their free writing, have them break up into small groups to share their work with one another. Each group should nominate one student's work to be read to the rest of the class.

Capital

Revise this story by using capital letters where they are necessary.

Yesterday we had a day off from school for memorial day. we decided to go to the museum of natural history. My friends caitlin and fritz had never been there.

we walked up fifth avenue and then cut across to the side entrance. I love to look at the scenes of animals in their natural surroundings. there are tigers from india, zebras from africa, and buffalo from north america. Next tuesday I'll be back at the museum again on a class trip!

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Lessons 43 through 50 teach students about specific techniques that might not otherwise be covered in the writing curriculum. Because of the variety of topics, you will be able to teach the lessons sequentially without fear of students becoming bored.

Since the contents of the Techniques section may be new to many students, you should take a few minutes at the beginning of each lesson to explain the purpose of the lesson and what students can expect to accomplish. During this introduction, you should point out any real-world applications that may be associated with the lesson. For example, in *How To*, you might begin by discussing a set of directions with which the students are familiar, such as starting up the computer system or checking a book out of the library. This orientation will help students make the connection between the writing they are doing in school and real-world applications.

The two most important lessons in this section are *The Roar of the Crowd* (audience) and *On Purpose* (writing for a purpose). Most writing curricula include these skills, but they are so critical that we have included them in this Techniques section. You may want to use these two lessons to supplement related instructional activities you are providing to your students.

There are several supplemental materials you may choose to use for this section:

- a book of familiar quotations for *Quoting Well*
- a set of printed directions for *How To*
- a play or a reading selection in which dialog is featured for *So I Said*
- a newspaper for *Advertisement* and *Flash*

Although these materials are not essential to the lesson, they will help students understand the writing skills they are learning. You can use the materials in the part of the lesson you direct yourself or allow students to use them in a prewriting conference.

Section Contents

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Lesson 43: The Roar of the Crowd

Student Pages 157 and 158

Write the word *audience* on the board. Then ask volunteers to give their own examples and definitions of the word. Tell the students that books, stories, and articles have an audience, too. Have the students read the introductory paragraphs and writing tip on page 157 and discuss the importance of writing for a reader.

The students should read the two letters to themselves. When they have finished, discuss the differences between the two letters. Have the students list two of the differences between the letters.

On the top of page 158, have the students check the boxes that will help them think about their audience. Ask the students to explain why they checked certain boxes and left others blank.

Provide students with directions to start their word processors and begin the guided writing activity on page 158. Remind them to think about the differences between the two audiences for whom they are writing. You can decide if they should save or print their work. As a class exercise, have each student read one description aloud, and have the rest of the class guess if it were written for a person with the same hobby or a stranger.

The students should now write a story about their favorite food. You can make this either a computer or a pencil-and-paper assignment. Remind the students that they are writing a description of their favorite food for someone who has never seen or tasted it. They should use as many descriptive details as possible. After they have completed their free writing, students should break up into small groups to share their work.

Activities Disk: Side B
Filename: Audience

```
Audience

Follow the directions below to write about
your favorite hobby for different
audiences.

1. Write two sentences about your favorite
hobby. Write them for a person who has the
same hobby.

2. Write two sentences about your favorite
hobby. Write them for a person from the
planet Mars who has never visited Earth.
This person knows nothing about your
hobby.
```


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Lesson 44: On Purpose

Student Pages 159 and 160

Ask students to give examples of the different books, articles, and letters that they have read recently. Have students tell why they think the authors wrote about different things. Choose one student to read the introductory material and writing tip on page 159 as the rest of the class reads along silently.

Have volunteers read the examples of reasons for writing. Discuss how to tell the purpose of each example and what the differences are between them.

The students should now complete the activity on page 159. When they have finished, discuss the answers the students chose and have them explain their choices.

Have students complete the activity on page 160. Ask volunteers to share their answers with the class. Discuss the reasons for the correct answers and clarify the differences for any students who didn't understand.

Activities Disk: Side B
Filename: Purpose

Provide students with directions to start their word processors and begin the guided writing activity on page 160. Remind them that they are supposed to write just a beginning sentence and that the sentence should show the purpose of their writing. You can decide if they should save or print their work. As a class exercise, review the students' work, being sure to reiterate the different purposes for writing.

The students should now write a story on a topic of their choosing. You can make this either a computer or a pencil-and-paper assignment. Remind them to follow the steps mentioned on page 160. Emphasize that they should think of the topic and purpose before they begin. Students should break up into small groups to share their work and see if the stories are consistent with the writer's purpose.

```
Purpose

Follow these directions to write strong
beginnings.

Write a beginning sentence for a story
about where you live (describing).

Write a beginning sentence about an
imaginary castle (telling).

Write a beginning sentence about how to get
from your house to school (informing).

Write a beginning sentence that would
convince your friends to help raise money
for cancer research (convincing).
```


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Lesson 45: Quoting Well

Student Pages 161 and 162

Activities Disk: Side B
Filename: Quote

Write a quote on the board such as "Whistle while you work." Talk about what it means, and explain to the students that people use quotes in speeches and in writing. Explain that, in this lesson, they will be using quotes in their own writing.

The students should read the introductory material and writing tip on page 161 to themselves. Ask students how quotes are indicated in writing (set off with quotation marks). Read aloud the three quotes and point out the use of quotation marks. Discuss with the students the meaning of the quotes, and then have them complete the first activity.

Have students turn to page 162 and complete the activity by explaining the quotes by Stevie Wonder and Dinah Mulock Craik. Discuss their answers as a class exercise.

Provide students with directions to start their word processors and begin the guided writing activity on page 162. You may want to discuss the quotes with the students before they begin to ensure that they understand them (Rome wasn't built in a day. Winning isn't everything.) You can decide if they should save or print their work. Have the students break up into small groups to share their writing.

The students should now write a story about doing things for the good of others. You may want to discuss some special needs in your community, such as helping to clean up a park or providing shelter to the homeless. You can make this either a computer or a pencil-and-paper assignment. Remind them to follow the steps mentioned on page 162. After they have completed their free writing, have the students organize themselves into small groups to discuss their work. They should pay special attention to how the quote was integrated into their writing.

```
Quote

Write a paragraph using each of these
quotes. The paragraphs do not have to be
very long.

Rome wasn't built in a day. (Making
something good may take a long time.)

Winning isn't everything. (Playing well is
just as important as winning.)
```


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Lesson 46: Just the Facts

Student Pages 163 and 164

Begin by discussing different kinds of factual writing such as describing nature or writing a biography. Ask students to give examples of factual writing. Have a student read the introductory material on page 163 and the tip. Then have another student read aloud the paragraphs about kestrels as the rest of the class follows along. Discuss how the material has been organized so that each paragraph focuses on a different aspect of the kestrel.

Activities Disk: Side B
Filename: Facts

```
Facts

Write about the facts below to describe
your favorite place to eat.

Write two facts about how your favorite
place to eat looks.
1.
2.

Write two facts about how your favorite
place to eat smells.
1.
2.

Write two facts about how they cook the
food at your favorite place to eat.
1.
2.
```

Have the students write facts that are true of birds and squirrels. Explain that this exercise helps them focus on related facts. Then have the students go on to page 164 and write three facts about a friend. You may want to provide three examples on the chalkboard to give the students an idea of what kinds of facts they should consider.

Provide students with directions to start their word processors and begin the guided writing activity on page 164. The facts the students write about their favorite place to eat need not necessarily be related to one another. Remind them that their favorite place to eat may be at home or at a relative's house. You can decide if they should save or print their work. After the students have completed the activity, have each student share one fact with the class.

The students should now write a story about their favorite place to eat. You can make this either a computer or a pencil-and-paper assignment. Tell them to follow the steps listed on page 164 and to refer back to the facts they wrote for the guided writing activity. After they have completed their free writing, organize the students into small groups to discuss their work. Tell them to focus on the facts they have written and how they are organized.

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Lesson 47: How To

Student Pages 165 and 166

Ask students to tell about when they had to follow directions (to make a model, to go somewhere). Discuss why some directions are easy to follow and some are not.

Have students read the introductory paragraphs on page 165 to themselves, and review the writing tip. Then read aloud the directions and have students read along silently with you. Ask them whether they think they could find the apartment. As an extension you may like to start a map on the board showing a school, Washington Street, and City Park. Have students label the map according to the directions.

Have students write four things they could explain. Make a list on the board of all the things they identified.

The students should turn to page 166 and answer the questions using clearly written sentences. Review the students' answers as a class exercise. Have the class vote on which answers were most clearly written.

Provide students with directions to start their word processors and begin the guided writing activity on page 166. Tell them to think about times they have made things in the kitchen. If they haven't done anything like that before, tell them to look for clue words in the steps that will help them figure out the right order. You can decide if they should save or print their work. Review the steps for making applesauce.

The students should now write their own directions on how to get to a specific room in the school from the front door. You can make this either a computer or a pencil-and-paper assignment. Remind them to include all the steps necessary and to organize them clearly using sequence words like *first*, *next*, and *then*. You may want to extend the lesson by having the students revise their writing to make it more clear.

Activities Disk: Side B
Filename: Recipe

```
Recipe

Rearrange these steps for making
applesauce. Type in the words First,
Second, Third, and Fourth to show the
correct order.


Put the pieces of apple in a pot and add
enough water to cover the bottom of the
pot.

Peel and core eight apples, then cut into
pieces.

Mash the soft apples.

Cook over medium heat until soft.
```


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Lesson 48: So I Said

Student Pages 167 and 168

Tell students that *dialog* occurs when characters in a story or play talk. Have students read the introductory paragraphs on page 167 to themselves. Read the writing tip aloud, and then discuss ways to make dialog sound natural (contractions, interjections).

Assign students to be Jamal, Lori, and Jeff in the reading selection. Have them read their dialog and any other related text. Ask the students whether the dialog sounded natural and why. Have the students answer the questions after the activity and then review their answers as a group activity.

Explain that you can make dialog sound more realistic by using words that describe how a person is speaking. For example, if a person is supposed to speak quietly, you can use *whisper*. When you are confident students understand this concept, have them complete the activity on page 168. Review their answers as a class exercise.

Provide students with directions to start their word processors and begin the guided writing activity on page 168. You may want to organize the students into small groups to complete the activity "by committee." You can decide if they should save or print their work. Have each student or group read at least one sentence to the class. The students should read the sentence in a manner that is consistent with the dialog word (shouting, for example).

The students should now write a dialog about what to do on Saturday. Encourage them to think of their own conversations with friends. You can make this either a computer or a pencil-and-paper assignment. Remind them to follow the steps listed on page 168 in writing the dialog. After they have completed their free writing, students could take turns reading their dialogs aloud.

Activities Disk: Side B
Filename: Talk

```
Talk

Write a dialog sentence for each verb. One
is done for you.

1. whispered: "Don't wake the baby,"
whispered Roberto.

2. shouted:

3. complained:

4. sighed:

5. answered
```


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Lesson 49: Advertisement

Student Pages 169 and 170

Begin by asking the students to discuss advertisements they remember from magazines and television. You might want to point out a few examples. Have the students think of catchy phrases from ads and explain what makes them so memorable.

Have the students read the introductory paragraphs on page 169 to themselves. Then review the writing tip with them. Ask a volunteer to read the advertisement aloud as the rest of the class follows along silently. Have the students answer the questions about the advertisement, and then review their answers as a group activity.

Ask students to think of jobs or chores they do already around the house. Then have them think about others they could do. Have students complete the activity on page 170. Ask volunteers to read their jobs to the rest of the class.

Activities Disk: Side B
Filename: Job

Provide students with directions to start their word processors and begin the guided writing activity on page 170. Have them refer to the list written above and decide which job they could do best. You can decide if they should save or print their work. The sentences they write can serve as a nutshell for the free writing activity.

Have them write an advertisement about themselves using the ideas they developed in the guided writing activity. Encourage them to add other ideas that will convince someone to hire them. You can make this either a computer or a pencil-and-paper assignment. After they have completed their free writing, students should break up into small groups to share their work. You may want to extend the activity by having the students write an advertisement for an imaginary "amazing new product" they have invented.

```
Job

Follow the directions below to write about
a job you can do.

Write the name of a job you can do.

Name of job:

Write two reasons why you are good at that
job.

1.

2.

Write two things about yourself so people
will want to hire you.

1.

2.
```


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Lesson 50: Flash

Student Pages 171 and 172

Read aloud an article from a school or local newspaper. Ask students what the article was about and when or where the event happened. Have a student read aloud the introductory paragraphs on page 171 as the rest of the class follows along silently. Read the writing tip and elaborate as necessary so students understand the reasons behind it.

Have the students read the article on page 171 to themselves. Then have them answer the questions about the article. Review their answers as a group activity.

Ask the students to give examples of interesting events that have happened or will happen in school and in their families. Have the students write sentences about three of these events on page 172. List the different activities on the chalkboard and ask the students which would make good news stories.

Provide students with directions to start their word processors and begin the guided writing activity on page 172. Refer them to the sentences they wrote or to the chalkboard to decide which would make the most interesting article. You can decide if they should save or print their work.

Have the students write a news article using the facts from the guided writing activity. You can make this either a computer or a pencil-and-paper assignment. Tell them to assemble the facts in a logical order before beginning to write. Remind students to check their first draft for the elements listed on page 172 and to make any necessary revisions. After they have completed their work, students may share their articles in small groups, assemble articles into a class newspaper, or display them on a bulletin board.

Activities Disk: Side B
Filename: News

```
News

Answer these questions about an event you
described in the last activity.

What is the event?

Who is involved?

When did it happen or when will it happen?

Where did it happen or where will it
happen?

Why or how did it happen?
```


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Lesson 1

The Big Thrill

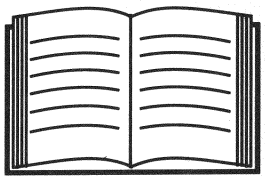
Writing Tip

Writing is easier if you tell about things you know well.

Sometimes when you try to write, you just can't get started. You might not know what to write about or where to begin. A good way to solve this problem is to write about something you know well. How about the most exciting thing that ever happened to you?

The student who wrote the story below tells about the time she met a sports star. She probably had an easy time writing the story because it happened to her.

Read this story. Think of how the writer must have felt when she met Dr. J.

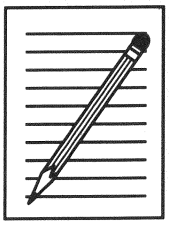


Uncle Frank brought me to the basketball game for my birthday. It was great because we were going to sit near the players.

When we got to the arena, we didn't go through the regular door. Uncle Frank brought me to a side door with a guard. When we got inside, he told me to sit down on the bench for a minute.

Uncle Frank came back and I could have died. He was walking with Dr. J., the best basketball player in the world! He came right up to me, said hello, and shook my hand. Then he gave me a ball with his autograph. I will never forget that night for my whole life.

Answer these questions about the story.



1. How do you think the writer felt?

_____

2. What do you think she did with the ball?

_____

Name: _____

Date: _____

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Write three sentences about a thrilling thing that happened to you.

1. _____

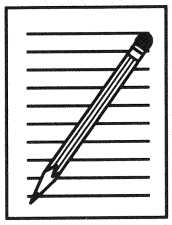
_____

2. _____

_____

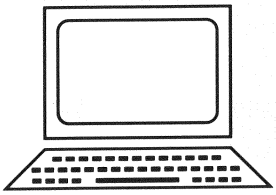
3. _____

_____



Follow these directions to finish the story about Grant's big thrill.

1. Follow your teacher's directions to start your word processor. Open the file named *Thrill* on Activities Disk Side A.
2. Write an ending to the story about Grant's big thrill. Use your imagination to make up any kind of ending you want.
3. Follow your teacher's directions to print or save your work.



Free Writing

Now it's your turn to write a story about the most exciting thing that ever happened to you. Your teacher will tell you if you should use a pencil and paper or your computer. Be sure to tell:

- when it happened
- how it happened
- how you felt about it
- what happened afterward

Name: _____

Date: _____

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Lesson 2

Point of View

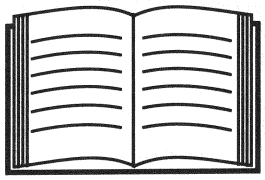
Writing Tip

Improve your writing by looking at the world as an animal or as a different person.

One way to improve your writing is by thinking of the world in a different way. How about writing from the point of view of an animal?

An eagle, for example, will see the world very differently from a frog. Both will see the world differently from you. Just let your imagination run wild, as did the writer of the story below. The fox has a "ground level" view of the world.

Read this story. Are you surprised at how the fox sees the world?

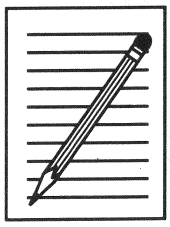


The new snow on the ground will help me find breakfast. It will make it easier to track the squirrel or the rabbit. But it means that the hunter will also be able to track me.

The weeds still stand tall above me. They will help me hide from the hunter. Maybe I can find a mouse in the weeds. I am very hungry.

I must be still. There is the mouse, and it does not see me. If I am quick, I shall have breakfast soon.

Think about the story when you answer these questions.



1. What three things is the fox thinking about? One is done for you.

eating _____ _____

2. Write a sentence about how you think the fox feels about snow.

_____

_____

Name: _____

Date: _____

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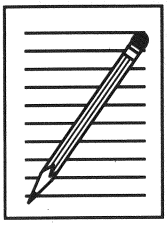
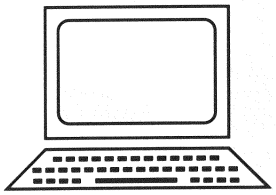
Write the names of five animals. Then write one word or phrase to describe each animal. The first animal is listed for you.

1. hawk — dive bomber
2. _____ — _____
3. _____ — _____
4. _____ — _____
5. _____ — _____



Follow these directions to tell about the world from a fish's point of view.

1. Follow your teacher's directions to start your word processor. Open the file named *View* on Activities Disk Side A.
2. Think like a fish to complete each sentence. Then write one more paragraph to finish the story.
3. Follow your teacher's directions to print or save your work.



Free Writing

Write a story from the point of view of your favorite animal. Your teacher will tell you if you should use a pencil and paper or your computer. You should write about:

- where the animal lives
- what it likes to do
- dangers it faces
- what the world looks like

Name: _____

Date: _____

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Lesson 3

Soaring

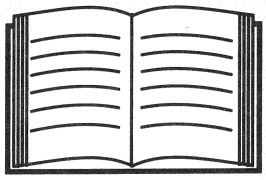
Writing Tip

Familiar things become more interesting when you look at them in an unusual way.

You probably already have a good idea of what your town looks like from the street or a window in a building. But what do you think it would look like from the air? Wouldn't it be wonderful if you could just take off from the center of town and fly around for a few minutes?

When you are soaring over your town, you will be able to see things you might not ever see from the ground. In the story below, flying gives the writer a chance to leave a wheelchair.

Read this story. Why do you think Wendy had strong feelings about her flight?

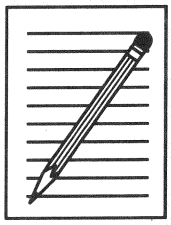


It was scary at first. I felt like I was falling, not flying, but then I got the hang of it. It sure beats a wheelchair.

I took off from Central Park. As I rose through the trees, I saw how beautiful the fountain was. Because I'm always sitting down, I never got a good look at it before.

Then I flew a little higher, and started giggling when some birds flew in circles around me. They weren't scared at all. They made me feel right at home.

Think of your home town when you answer these questions.



1. Where would you start your flight?

_____

2. What would you visit first?

_____

3. How would you feel about flying?

_____

Name: _____

Date: _____

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Think of your home town when you complete these sentences.

1. The tallest building in town is

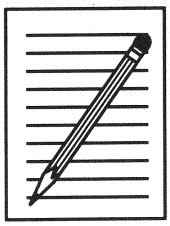
_____

2. The easiest street to find will be

_____

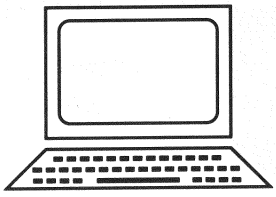
3. If any of my friends saw me, they would

_____



Follow these directions to describe what it would be like to fly around your home town.

1. Follow your teacher's directions to start your word processor. Open the file named *Soaring* on Activities Disk Side A.
2. First write five words to describe your flight. Then write five words to describe how you would feel about it.
3. Follow your teacher's directions to print or save your work.



Free Writing

Write a story about flying around your home town. Your teacher will tell you if you should use a pencil and paper or your computer. Be sure to explain:

- what you would see
- what you would do
- how it would feel
- how your friends would act if they saw you

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Lesson 4

Storm

Writing Tip

Use powerful words to describe storms.

A storm is nature's most exciting show. Windstorms, snowstorms, rainstorms, hailstorms—all of these storms can be exciting and sometimes even frightening.

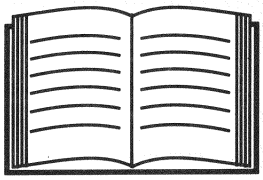
Storms can be colorful or gloomy, noisy or quiet, sudden or slow. In any case, storms can give you something wonderful to write about. The story below tells about a snowstorm that buried a farm in the country.

This story about a snowstorm makes you feel its quiet power.

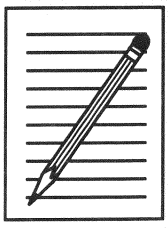
When I arrived at the farm, the snow had just begun. After a few hours, more than five inches covered the ground! I decided to bundle up and go outside.

It was quiet and still, and snowflakes hung on my eyelashes. The snow just fell and fell and fell, covering everything. The sky was white, the ground was white, the trees and bushes were white.

After another hour, there was more than a foot of snow on the ground. Then the wind began to blow, pushing drifts up all around the house. Some of them were more than five feet deep. And still the snow continued to fall.



Write one word or phrase to describe each of these storms.



snowstorm _____

rainstorm _____

hailstorm _____

windstorm _____

duststorm _____

Name: _____

Date: _____

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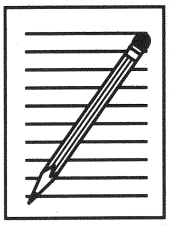
Complete each of these sentences.



1. Thunder boomed loudly and then

_____

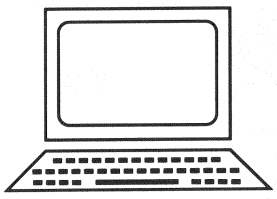
2. The wind blew so hard that

_____

3. Dust was everywhere, even

_____

Follow these directions to answer the questions about storms.



1. Follow your teacher's directions to start your word processor. Open the file named *Storm* on Activities Disk Side A.
2. Answer the questions about storms.
3. Follow your teacher's directions to print or save your work.

Free Writing

Describe the worst storm you have ever been in. Your teacher will tell you if you should use a pencil and paper or your computer. Some things to tell about are:

- the kind of storm it was
- the sounds it made
- how you felt
- anything unusual that happened

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Date: _____

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Alien

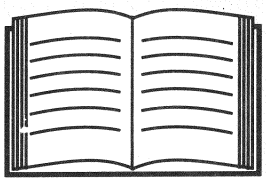
Writing Tip

Use your imagination to discover new ways to describe people and things.

Everyone has read a book or seen a movie about aliens. These are creatures from another planet. Sometimes aliens are scary, but sometimes they are gentle and kind.

Wouldn't it be fun to write about one of these creatures yourself? Here's your chance. The alien described in the story below doesn't seem to be very scary.

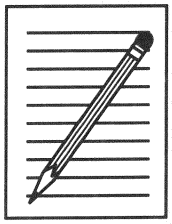
Read this story. Can you picture the alien from the description?



The creature was more than 50 feet tall. It was like a long, thin plant with a funny flower at each end. It moved by flipping itself. One end bent over and touched the ground, and then the other end flipped into the air.

I couldn't see any eyes, ears, or a mouth. I guess the flowers at the ends of the stalk were the creature's heads, so maybe the eyes were there. It didn't seem very fierce, and was actually funny-looking.

Answer these questions about the planet where your alien lives.



1. What is the name of the planet?

_____

2. What is the planet like?

_____

3. What is the alien's home like?

_____

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Date: _____

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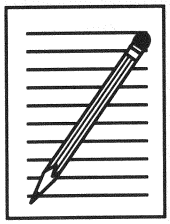
Answer these questions about your alien.

1. What is your alien's name?



_____

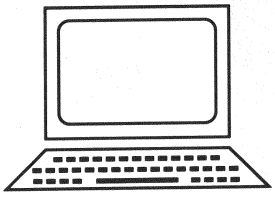
2. How many arms and legs does your alien have?

_____

3. How does your alien move?

_____

Follow these directions to fill in the blanks in the story about your alien.



1. Follow your teacher's directions to start your word processor. Open the file named *Alien* on Activities Disk Side A.
2. Fill in the blanks in the story using information you wrote about your alien.
3. Follow your teacher's directions to print or save your work.

Free Writing

Continue and finish writing the story about your alien. Your teacher will tell you if you should use a pencil and paper or your computer. You might want to:

- describe what your alien will do next
- tell if it is kind or terrible
- describe what it eats
- explain if it has a family and friends

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Date: _____

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Lesson 6

Get Small

Writing Tip

"Getting small" will help you describe things in more detail.

The world around you would look very strange if you were just six inches tall. Things that are usually small would be large, and things that are normally large would be huge.

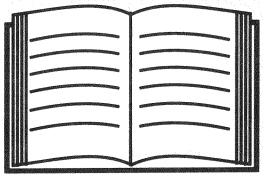
Moving around would be easier if you were small. You could walk under tables instead of going around them. Or maybe it would be harder. It would take forever to climb a set of stairs. And how about opening a refrigerator? As you will see in the story below, "getting small" can be a remarkable experience.

Read this story. Think about Tim's new point of view.

When I woke up I discovered that everything had grown much, much larger. Or had I grown smaller? I just couldn't tell.

Getting out of bed was a problem. I had to climb down the covers very carefully. It was awfully hard work.

When I reached the ground I faced another problem. The door to my room was closed. I just didn't know what to do. Then I saw how to open it. I'd have to climb up on my dresser and swing from the knob.



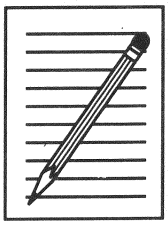
What would be easier and what would be harder if you were six inches tall?

Easier: _____

_____

Harder: _____

_____



Name: _____

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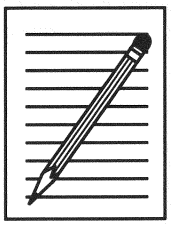
Complete these sentences as if you were six inches tall.



1. If my pet saw me, it would

_____

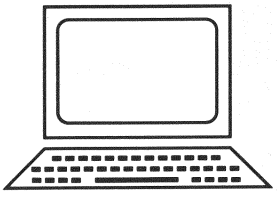
2. If my classmates saw me, they would

_____

3. If my family saw me, they would

_____

Follow these directions to make a "small person's survival kit."



1. Follow your teacher's directions to start your word processor. Open the file named *Small* on Activities Disk Side A.
2. List five things you would need to survive as a person six inches tall.
3. Follow your teacher's directions to print or save your work.

Free Writing

Describe what it would be like to be six inches tall. Your teacher will tell you if you should use a pencil and paper or your computer. Be sure to explain:

- when you discovered you were small
- where you were when it happened
- things that were easy to do
- things that were hard to do

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Lesson 7

How It Happened

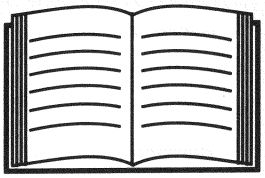
Writing Tip

Things you do every day can be turned into good stories.

Did you ever wonder how important things happened? Take fire, for example. How do you think people started using fire? Or the wheel? Wouldn't it be neat to know how the wheel was invented?

Scientists don't know the way many important things were invented. They think that many inventions just happened when someone was trying to make a job easier. Maybe the story below tells how the wheel really was invented.

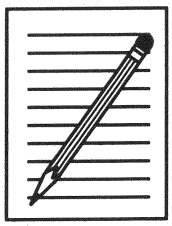
In this story, two children make an important discovery.



The cave children Arun and Darek had to move the huge stone. It would not budge, and they were just about ready to quit. Then Arun shoved a round log under the stone. When the two children pushed the stone, it rolled on the log and moved easily.

Soon Arun and Darek had pushed the stone out of the way. When the others in the tribe returned, they were surprised at what the children had done. Everyone wanted to try moving heavy things with the rolling log trick.

This is a list of important inventions or "happenings." Think of three more and write them in the spaces.



1. windows
2. planting crops
3. _____
4. _____
5. _____

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Date: _____

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Think of one invention that helped solve each of these problems.

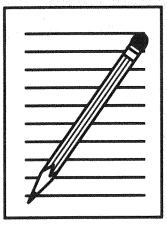
keeping warm _____

keeping cool _____

carrying water _____

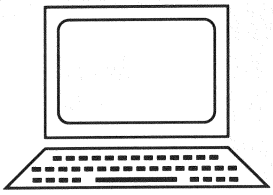
cooking _____

sending messages _____



Follow these directions to write about some important inventions.

1. Follow your teacher's directions to start your word processor. Open the file named *Invent* on Activities Disk Side A.
2. Write about what each inventor might be thinking. One is done for you.
3. Follow your teacher's directions to print or save your work.



Free Writing

Make up a story about an important invention. Your teacher will tell you if you should use a pencil and paper or your computer. Be sure to tell:

- when you think it happened
- how you think it happened
- what other people thought of the invention

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Date: _____

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Lesson 8

If I Could See

Writing Tip

Write about facts and feelings when you describe things you want to do.

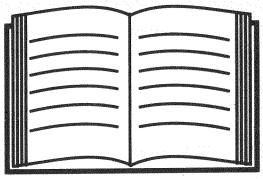
There are many exciting and beautiful places in the world. Some are crowded cities like Hong Kong, and some are lonely places like the top of Mount Everest. Almost everyone has a special place they would like to see.

A good writing idea is to describe the place you want to see and explain why. The student who wrote the story below lives in a large city and wants to see a very different part of the world.

This student tells why she wants to visit Africa and what she wants to do there.

I have always wanted to visit the plains of Africa. From the pictures I've seen, they are wide open and filled with animals. I enjoy living in the city, but just once I'd like to be in a place that was empty.

It would be frightening to be around all those animals. I wouldn't know if one was going to attack me. I'd travel in a car for protection, but I would try to walk outside whenever it was safe.



List five places you would like to visit.

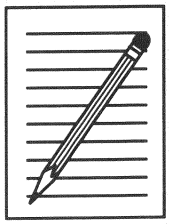
1. _____

2. _____

3. _____

4. _____

5. _____



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Date: _____

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Explain why you would like to visit two of the places you named.

1. _____

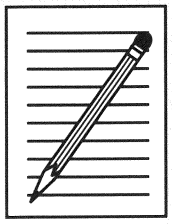
_____

_____

2. _____

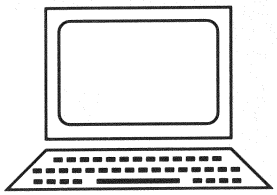
_____

_____



Follow these directions to write about things you might see in special places.

1. Follow your teacher's directions to start your word processor. Open the file named *See* on Activities Disk Side A.
2. Describe some things you might see in each place. One is done for you.
3. Follow your teacher's directions to print or save your work.



Free Writing

Write about a special place you would like to visit. Your teacher will tell you if you should use a pencil and paper or your computer. Be sure to tell:

- why you want to go there
- how you would get there
- what you expect to see
- how you would feel when you get there

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Date: _____

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Lesson 9

A Great Idea

Writing Tip

Writing about "great ideas" helps you think logically.

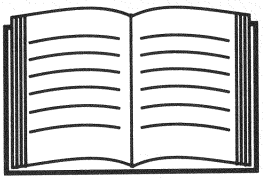
It's surprising how many things haven't been invented yet. For example, no one has invented a lawn mower that knows when the grass is too high and cuts it automatically. Nor has anyone found a way for plants to tell you to water them when they get dry.

Many people have great ideas that never become inventions because they don't tell anyone. Here's a chance for you to write about one of your great ideas. The great idea described below will help you if you get caught in the rain.

All of us probably needed this invention at one time or another.

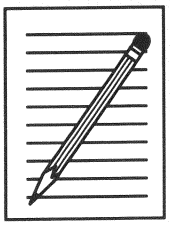
My "great idea" is a disposable umbrella that folds up so small you can put it in a pocket or a wallet. You could always have one with you in case it rains.

The "hide-a-brella" wouldn't have to be very big. Just large enough to cover one person. Maybe it wouldn't even have a handle. It could sit on your head like a hat. When you were finished with it, you could throw it away. It should be made of something like paper that can be recycled.



Write two things that need a "great idea" to make them easier. An example is done for you.

Example: Something to make it easier to carry large things like mattresses.



1. _____

2. _____

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Date: _____

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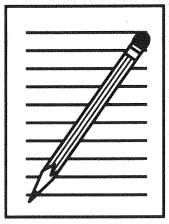
Can you think of a name for each of these imaginary inventions?



1. A machine to turn speech into written words so deaf people can understand people who don't know Sign Language.

_____

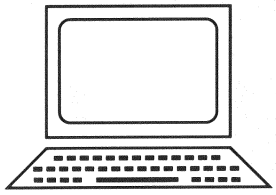
2. Something that would save people in a plane crash.

_____

3. A special fork that automatically twirls spaghetti.

_____

Follow these directions to make an outline about your great idea.



1. Follow your teacher's directions to start your word processor. Open the file named *Idea* on Activities Disk Side A.
2. Answer each question about your great idea.
3. Follow your teacher's directions to print or save your work.

Free Writing

Write a story about your great idea. The story should tell about how you use the invention. Your teacher will tell you if you should use a pencil and paper or your computer. Write about:

- what the invention does
- where it is made
- what kind of package it comes in

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Lesson 10

Pet Peeves

Writing Tip

Learn to write about things you don't like as well as things you like.

A "pet peeve" is something that bothers you. A teacher's pet peeve might be a student who always comes late to school.

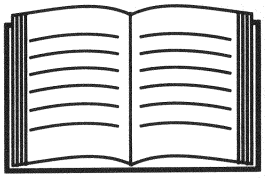
Everyone has pet peeves. Do you think pets might have peeves? Writing about real "pet" peeves is a good way to get outside yourself and write from a different point of view.

The story below is about Ollie's pet peeve. Flossie is another dog in the family.

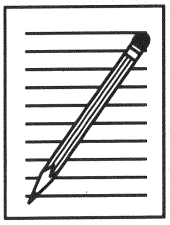
In this story, Ollie the dog is telling about something that bothers him very much.

I like Flossie very much, but there is something she does that bothers me. When I want to sleep, she sits down beside me and stares at me. Sometimes she brings a ball and drops it on my head. I hate it when she does that.

Flossie just wants to play. She is still a puppy and is full of energy. I am an older dog and I like to sleep. I wish she would let me alone when I am trying to sleep.



Think of a peeve for each of these pets. One example is done for you.



1. The cat's pet peeve: My owners won't let me out at night.

2. The goat's pet peeve: _____

_____

3. The bird's pet peeve: _____

_____

Name: _____

Date: _____

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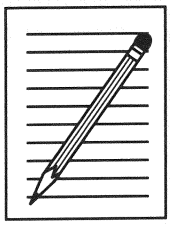
Name two animals and write a sentence about their pet peeves.

1. Animal: _____

Peeve: _____

_____



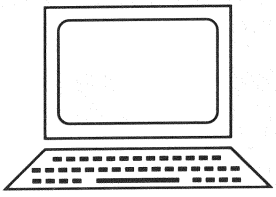
2. Animal: _____

Peeve: _____

_____

Follow these directions to write about some pet peeves.

1. Follow your teacher's directions to start your word processor. Open the file named *Peeve* on Activities Disk Side A.
2. Read each pet peeve. Write the name of the animal whose peeve it is. Think of something the animal might want to say to people.
3. Follow your teacher's directions to print or save your work.



Free Writing

Write about a pet peeve you think an animal might have. Your teacher will tell you if you should use a pencil and paper or your computer. Be sure to tell:

- which animal it is
- what the peeve is
- how the animal feels

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Date: _____

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Lesson 11

The Perfect Room

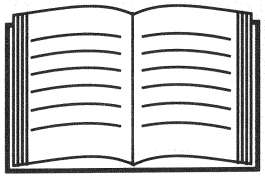
Writing Tip

To describe the perfect room, think about what it would look like.

Sometimes we get so used to the things around us that we don't notice them anymore. Think about your room at home. Can you make a mental picture of exactly the way you left it this morning? Could you describe it for someone who had never seen it before?

Think about how you might change your room. Use your imagination to create the perfect room, with everything that is right for you, just as the writer did in the story below.

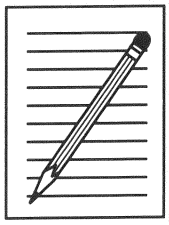
This story uses many details to describe a perfect room.



The perfect room would be sort of small, but cozy. From the bed you could look out the window and see the street. The bed would have drawers underneath to keep games and other things.

There would also be a desk and shelves for books and collections. I wouldn't have any drawers. Instead, I want shelves and hangers in the closet for clothes and sweaters. The room would be painted blue, and the bedspread would be all different colors.

Tell about your room as it is now.



Size: _____

Color: _____

Furniture: _____

Decorations: _____

Closet: _____

Name: _____

Date: _____

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Now tell about the perfect room.

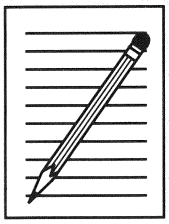
Size: _____

Color: _____

Furniture: _____

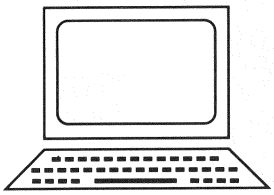
Decorations: _____

Closet: _____



Follow these directions to describe the perfect room.

1. Follow your teacher's directions to start your word processor. Open the file named *Room* on Activities Disk Side A.
2. Complete each sentence about the room that would be perfect for you.
3. Follow your teacher's directions to print or save your work.



Free Writing

Write a story about your perfect room. Your teacher will tell you if you should use a pencil and paper or your computer. Be sure to tell about:

- furniture
- colors
- posters and other things on the walls

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Date: _____

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Lesson 12

The Greatest Sport

Writing Tip

The greatest sport is probably your favorite sport.

For most people, the greatest sport is their favorite sport. Writing about a favorite sport can be almost as much fun as playing it. You get to tell about how you play the sport, the kind of work involved, and how much you enjoy it.

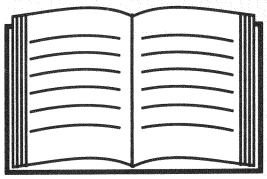
When you write about a sport, you will discover that you need to think about many things. Is it a team sport or played by individuals? Is it relaxing or hard work? In the story below, the writer does a good job of describing a popular beach sport.

This story tells what you need to play one person's favorite sport.

My favorite sport is volleyball. I also think it's the greatest sport.

You can play volleyball almost anywhere you can set up a net. Just mark off a big rectangle and put the net right across the middle.

One of the things I like best is that you can play with any number of people from two to twenty. Just divide the players equally into two teams. Volleyball is good exercise, and you can have a good time playing it with your friends.

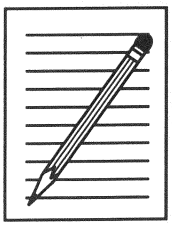


List three things the writer likes about volleyball.

1. _____

2. _____

3. _____



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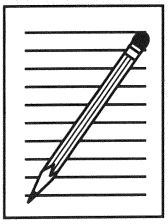
Answer these questions about yourself.

1. Do you like playing one sport or do you like trying lots of different sports?



_____

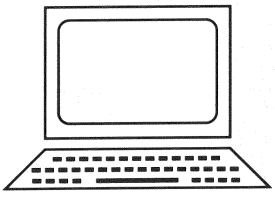
2. Which do you like more, being part of a team or competing by yourself?

_____

3. Which do you like better, playing for exercise or fun?

_____

Follow these directions to write some details about your favorite sport.



1. Follow your teacher's directions to start your word processor. Open the file named *Sport* on Activities Disk Side A.
2. Answer the questions about your favorite sport.
3. Follow your teacher's directions to print or save your work when you are finished.

Free Writing

Write about your favorite sport. Explain why it is the greatest sport. Your teacher will tell you if you should use pencil and paper or your computer. Be sure to tell:

- how to play it
- why you like it
- what makes it the greatest sport

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Date: _____

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Lesson 13

The Weather Word

Writing Tip

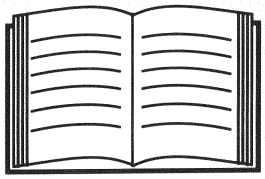
Comparisons can help you write about the weather.

People always seem to talk about the weather. It's always changing, and it always affects what we do. That means the weather is a great writing topic.

You can make descriptions of the weather more interesting if you use comparisons. For example, you can say "the wind cut like a knife." Comparisons often use the words *like* or *as*.

The story below shows how comparison can make a passing storm seem almost alive. It also stretches your imagination to think of new comparisons between things.

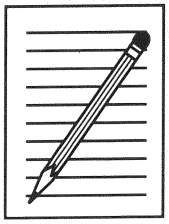
The comparisons in this story make a storm seem very powerful.



The storm swept in like an angry cat. It raced down the streets and tore at the tree branches like the fringes of a tablecloth. Then it chased papers around the corner and up the block.

Rain spilled from the clouds and turned the yard to mud as thick as fudge. Suddenly, the raindrops stopped and the wind blew the clouds away. Blue sky and sunshine returned. The rest of the day was as calm as a sleeping kitten.

Use your imagination to complete each comparison.



As wet as _____

As dry as _____

As hot as _____

As cold as _____

Name: _____

Date: _____

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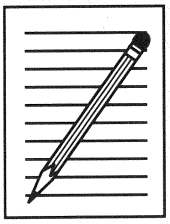
Write several words to describe each season where you live.



Spring _____

_____

Summer _____

_____

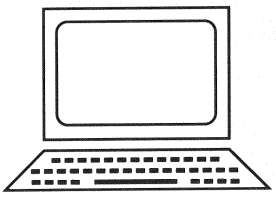
Autumn _____

_____

Winter _____

_____

Follow these directions to answer questions about the weather.



1. Follow your teacher's directions to start your word processor. Open the file named *Weather* on Activities Disk Side A.
2. Answer the questions about the weather. Use your imagination to think of new and different relationships between things you are describing.
3. Follow your teacher's directions to print or save your work when you are finished.

Free Writing

Tell about a day when the weather seemed special. Your teacher will tell you if you should use pencil and paper or your computer. Be sure to:

- write about the kind of weather
- use comparisons to describe the weather that day
- explain how the weather made you feel

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Lesson 14

Sounds Like

Writing Tip

Use words that sound like noises to make your writing more lively.

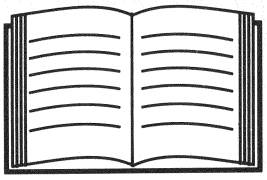
Sounds are all around us every minute. Sometimes we hear certain sounds so much that we "tune" them out. Even in a quiet room there are faint sounds like traffic outside or the hum of a refrigerator. Sit very quietly for a minute and notice all the sounds around you.

Describing sounds can be fun. Many words imitate the sounds they are trying to describe, like *bang*, *clunk*, *tweet*, *pop*, and *sizzle*. The description below uses vivid words to describe the sounds at the end of a school day.

Notice the words in this story that give a sense of sound.

Toward the end of class, Teresita noticed the rattle of empty school buses coming down the street. Engines grumbled and brakes whined as the drivers shifted gears to stop at the sidewalk.

The buses hummed as they waited for the students. Teresita glanced at Kate just as the bell rang. The two friends raced to their lockers, grabbed their coats, and closed the metal doors with a crash.



Write a phrase describing each sound. One is done for you.

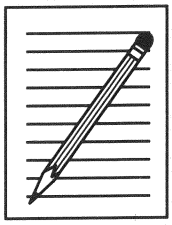
1. buzz The sound made by bees

2. squeak _____

_____

3. honk _____

_____



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Write one or more sound words for each object or event.

1. fire siren _____

_____

2. computer _____

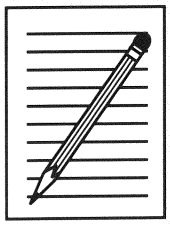
_____

3. dry leaves _____

_____

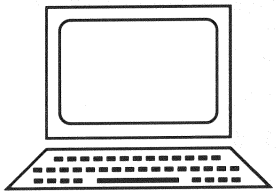
4. eating popcorn _____

_____



Follow these directions to answer questions about sounds.

1. Follow your teacher's directions to start your word processor. Open the file named *Sound* on Activities Disk Side A.
2. Answer the questions about what sounds tell you.
3. Follow your teacher's directions to print or save your work.



Free Writing

Write your own description about how something sounds. Your teacher will tell you if you should use pencil and paper or your computer. Before you write, think about:

- the event or place you want to describe
- the sounds of the event or place
- the words you can use for those sounds

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Lesson 15

A Touchy Subject

Writing Tip

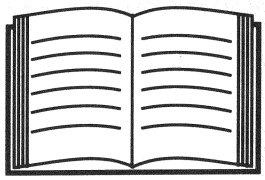
Use your sense of touch to learn more about things you want to describe.

It's easy to tell the difference between a dog and a cat by looking at them. But do you think it would be as easy using just your sense of touch?

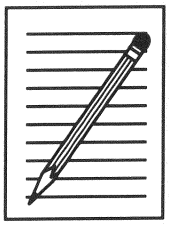
Your sense of touch takes in many different sensations—texture, hardness, shape, and temperature. Also, your sense of touch is in more than just your fingertips. Think of your bare feet on a gravel road, or the slippery, cold feeling of a piece of ice on your tongue. The writer of the story below describes many different "touch" sensations.

What do you think this writer is describing?

> The air feels chilly and fresh as we start out. The trail is smooth, but it quickly turns rocky under our feet.
>
> I reach for a jagged, narrow ledge to pull myself up. The rocks are warm from the sun now. My muscles begin to strain as I push up the steep slope.
>
> We stop for a break. I find a soft, mossy spot for a seat and reach for my canteen. The water is cool as it slides down my throat.



Name something that is described by each word. One is done for you.



1. scratchy long underwear

2. sharp _____

3. squishy _____

4. crumbly _____

5. fuzzy _____

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Date: _____

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List three words or phrases for each kind of touch. One is done for you.

texture: prickly _____

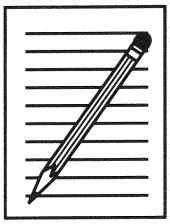
_____

shape: _____

_____

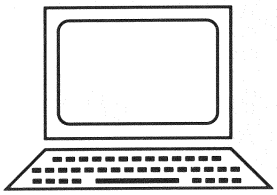
temperature: _____

_____



Follow these directions to describe how three things feel.

1. Follow your teacher's directions to start your word processor and open the file named *Touch* on Activities Disk Side A.
2. Write the name of an animal, an object, or an activity. Write three words to describe how each one feels.
3. Follow your teacher's directions to print or save your work.



Free Writing

Write your own description about how something feels. Your teacher will tell you if you should use pencil and paper or your computer. Think about:

- what you want to describe
- what it feels like
- words to describe how it feels

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Date: _____

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Lesson 16

A Good Look

Writing Tip

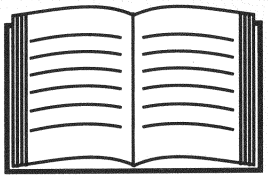
The first step in writing about how something looks is taking a good look at it yourself.

When you write about the way something looks, you are drawing a picture for your reader. To do a good job, you should be aware of the details of the object.

Look at the object from different angles. Pick it up if possible, or walk around it. Take a good look, and describe your good look clearly to your reader.

The lamp that is described below is something you might see every day. But how often do you take a good look at it?

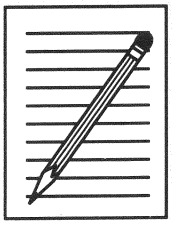
Read this description. Try to picture the lamp in your mind.



The brass lamp is twelve inches high. It has a heavy round base with green felt on the bottom. Coming up from the base is a shiny brass pole that connects it to the top of the lamp.

The top of the lamp is about ten inches long. It can be moved to shine the light in different directions. The light bulb inside is long and thin. Over the light bulb is a lamp shade made of green glass.

Think of an object you can describe in detail. Answer these questions about the object.



What is it? _____

How tall is it? _____

What color is it? _____

What is it made of? _____

Name: _____

Date: _____

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Complete these sentences about the object you chose.

1. It is about the same size as _____

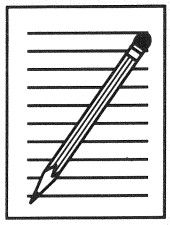
_____

2. It is shaped like a _____

_____

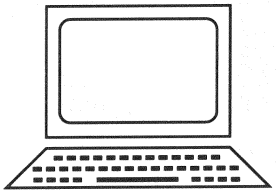
3. The color is like _____

_____



Follow these directions to describe how you are dressed today.

1. Follow your teacher's directions to start your word processor. Open the file named *Clothes* on Activities Disk Side A.
2. Write about how you are dressed today.
3. Follow your teacher's directions to print or save your work.



Free Writing

Write about how you would dress to go to dinner with the President at the White House. Your teacher will tell you if you should use a pencil and paper or your computer. Remember to include:

- the names of the clothes you would wear
- the colors of these clothes
- any special features of the clothes like buttons, zippers, designs, and so on

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Date: _____

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Lesson 17

Taste That

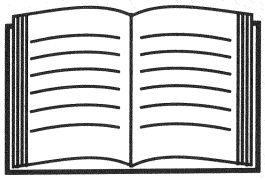
Writing Tip

Think about the way things taste before you write about them.

Taste is the sense that is the most difficult to write about. The reason for this difficulty is that we don't usually think about what we are tasting. Instead, we just describe tastes with words like *good* or *bad*.

The next time you are eating something, think about how it tastes. Is it sweet or salty? Does it remind you of other foods? Does it taste rich or spicy? Thinking about the way your food tastes will help you enjoy it better and will give you something to write about. Doesn't the food described below make you hungry, too?

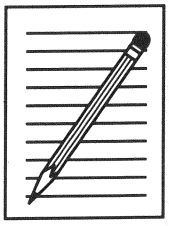
This writer uses comparisons to describe how things taste.



Mexican food is my favorite. It has many different tastes. A cheese crisp tastes just like it sounds. The melted cheese tastes rich, and the tortilla, which is like a flat piece of bread, tastes almost like a cracker.

Salsa is a mixture of tomatoes, onions, peppers, and spices. It's a little hot, but it's also salty and spicy. Salsa tastes as busy as a crowded market.

Think of words or phrases to describe the taste of a hamburger with the works. One is done for you.



1. juicy _____
2. _____
3. _____
4. _____
5. _____

Name: _____

Date: _____

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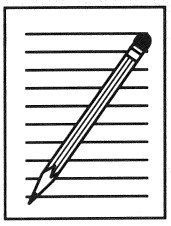
Think of five words or phrases to describe the taste of your favorite food.

Food: _____



1. _____

2. _____

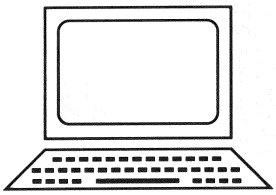
3. _____

4. _____

5. _____

Follow these directions to write about the tastes of different foods.

1. Follow your teacher's directions to start your word processor. Open the file named *Taste* on Activities Disk Side A.
2. Write two words about how each food tastes.
3. Follow your teacher's directions to print or save your work.



Free Writing

Describe your favorite meal. Include everything, like appetizers, main courses, and desserts. Your teacher will tell you if you should use a pencil and paper or your computer. Be sure to:

- name each of the foods
- tell about their taste
- compare their taste to other foods

Name: _____

Date: _____

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Lesson 18

Sweet Smell

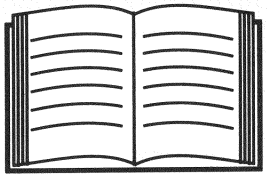
Writing Tip

Describe how things smell and what they bring to mind.

A smell can trigger many memories. Often things you haven't thought about for a long time will come to mind because of something you smelled. For example, even in the middle of summer, the smell of a fire can remind you of burning leaves in fall.

When you write about a smell, describe the scent itself. Tell about where the smell comes from and if it brings back memories. Describe how you feel every time you smell it, just like the writer of the story below.

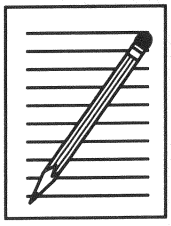
The smell of newly cut grass brings back many memories to this writer.



Sometimes when people cut grass they put it in a pile to rot. It makes a smell that is like no other. First it smells like cut grass. Then it starts to rot and smells like a mixture of applesauce and ashes.

The smell of rotting grass reminds me of when I was seven years old. It was summer and we found a big pile of cut grass. It was hot inside, and the smell was new to us. The smell wasn't bad, just different, and I'll always remember it.

Write a word that matches each smell. One is done for you.



1. sour old milk

2. sweet _____

3. fresh _____

4. awful _____

5. old _____

Name: _____

Date: _____

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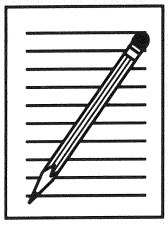
Complete these sentences by telling how you feel about each smell.



1. The smell of food cooking makes me feel

_____

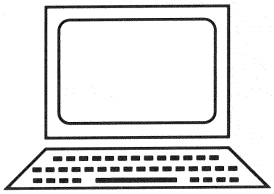
2. Fresh flowers make me feel

_____

3. When I smell leather, I feel like

_____

Follow these directions to describe several different smells.



1. Follow your teacher's directions to start your word processor. Open the file named *Smell* on Activities Disk Side A.
2. Complete each sentence about smells.
3. Follow your teacher's directions to print or save your work.

Free Writing

Write a story about a smell that brings back a memory. Your teacher will tell you if you should use a pencil and paper or your computer. Be sure to tell about:

- the smell
- the memory it brings back
- why this smell brings back memories

Name: _____

Date: _____

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Lesson 19

About Me

Writing Tip

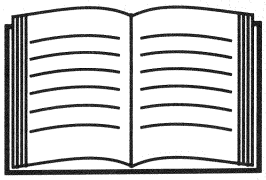
Use just a few important details to tell about yourself.

The easiest thing in the world to write about is yourself. It's so easy because you know the subject the best!

When you write about yourself, use just a few important details. If you try to tell everything about yourself, you might never get finished.

The writer of the story below chose to describe her sense of humor. She tells what she thinks is funny and why she laughs at things.

This writer talks about her sense of humor.

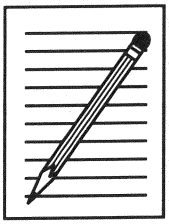


I love to make people laugh, so I try to tell at least one joke every day. My favorite jokes are about people who get mixed up and do silly things.

Sometimes I can make my family laugh by imitating them. I'm good at it, and they know I love them so they don't mind.

I enjoy being with people who tell funny stories. They make me laugh, and then I can tell other people the stories.

Write five words that describe you.



1. _____

2. _____

3. _____

4. _____

5. _____

Name: _____

Date: _____

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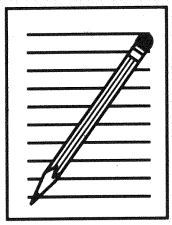
Write one sentence about how each of these people might describe you.



1. Your teacher _____

_____

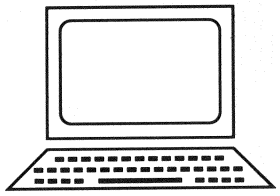
2. A good friend _____

_____

3. A family member _____

_____

Follow these directions to describe yourself.



1. Follow your teacher's directions to start your word processor. Open the file named *Myself* on Activities Disk Side A.
2. Write at least one sentence to describe different details about yourself.
3. Follow your teacher's directions to print or save your work.

Free Writing

Write a story about yourself. Pretend it is for a person who never met you before. Your teacher will tell you whether to use a pencil and paper or your computer. Be sure to:

- choose one detail to describe about yourself
- explain why you chose this detail
- write some examples of this detail

Name: _____

Date: _____

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Lesson 20

Extreme Fun

Writing Tip

Describe what you did as well as why you enjoyed it.

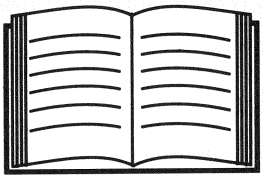
When you write about something that was fun, tell your reader what the fun was and why you enjoyed it. This helps the reader share your enjoyment.

Use words that describe how you felt when you were having fun. Words such as *laughing*, *shrieked*, *amazed*, and *admiring* give a clear idea of your feelings. The girl who learns to ski in this story has many fond memories about her experience.

The details in this story help you enjoy the fun.

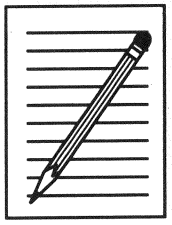
Last summer, my brother Dave taught me to water-ski while we were on vacation. I was awfully nervous. When the boat started to pull me up, I let go and fell without getting started.

We tried it a few more times until I finally stood up. I was so excited I fell down, but I knew how to do it! I skied all afternoon, and never had a better time. Every time I did it I got a tingle inside.



Answer these questions about the story.

1. What fun did the writer have?



_____

2. What words describe the writer's feelings?

_____

3. What words describe the writer's actions?

_____

Name: _____

Date: _____

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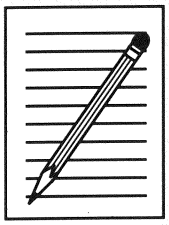
Think about three things you have done that were a lot of fun. Write one sentence for each thing.



1. _____

_____

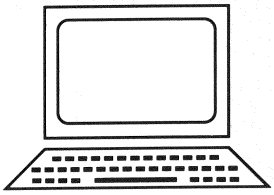
2. _____

_____

3. _____

_____

Follow these directions to describe something you did that was a lot of fun.



1. Follow your teacher's directions to start your word processor. Open the file named *Fun* on Activities Disk Side A.
2. Answer the questions about a time you had a lot of fun.
3. Follow your teacher's directions to print or save your work.

Free Writing

Write an imaginary story about having fun. Let your imagination run wild. You can even have fun on another planet! Your teacher will tell you whether to use a pencil and paper or your computer. Be sure to tell about:

- where you would go
- what you would do
- who would go with you

Name: _____

Date: _____

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Lesson 21

Thanks

Writing Tip

A good thank-you letter tells the person how you feel about the gift.

Think about a gift you received from someone. Was it for your birthday? Perhaps someone has taken you to a nice place such as an amusement park or maybe a restaurant.

When someone gives you a gift or does something nice for you, you should thank that person. One way to show that you appreciate what they did is by writing a thank-you letter.

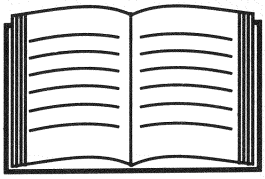
This thank-you letter will make Grandpa feel good.

Dear Grandpa,

Thank you for taking me to The Space and Rocket Center. I had a wonderful time seeing the different spacecraft and learning about the job of an astronaut. I enjoyed the special show that made us feel as if we were traveling through space.

The most fun was when the man picked my name to win a grand prize! I can't believe I won a week at Space Camp for this summer. You gave me two gifts in one, Grandpa. Thank you!

Love,
Katie



Answer these questions about the letter.

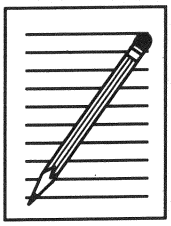
1. Who wrote the letter? _____

2. Who received the letter? _____

3. Why was the letter written? _____

_____

_____



Name: _____

Date: _____

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Write the names of two people you should send thank-you letters to. Explain why.

1. Person: _____

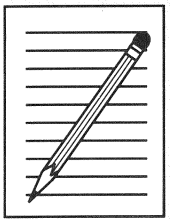
Reason: _____

_____

2. Person: _____

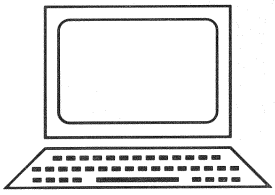
Reason: _____

_____



Follow these directions to complete a thank-you letter.

1. Follow your teacher's directions to start your word processor. Open the file named *Thanks* on Activities Disk Side A.
2. Fill in each blank with your own words. Use your imagination to choose the person and the gift.
3. Follow your teacher's directions to print or save your work.



Free Writing

Write a thank-you letter to someone who has given you a gift or has done something nice for you. Your teacher will tell you if you should use a pencil and paper or your computer. Be sure to:

- write the name of the person you wish to thank
- tell something about the gift or what the person has done
- explain how you feel about it

Name: _____

Date: _____

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Lesson 22

It's Been a Long Time

Writing Tip

Keep in touch with friends by writing letters.

Sometimes good friends live far away and you do not see them very often. You miss them and would like to talk with them. If you want to share with a friend you have not seen for a long time, why not write a letter?

The girl who wrote the following letter met her friend at summer camp. Now the girls share a long-distance friendship.

Think about what these friends can share even though they live far apart.

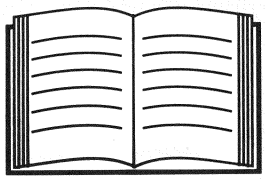
Dear Whitney,

I can't believe six weeks have passed since we left camp. Don't you wish we could live close to each other and go to the same school? I told my parents about our horseback riding lessons at camp. They said maybe I could take more lessons. There is a stable near our home.

Remember the night we hid one of each of Carla's shoes? It looked so funny when she came to breakfast wearing two different shoes! Well, I did the same thing to my older sister. Boy, did she get mad.

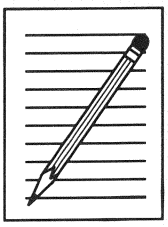
I have to go now and do my homework. Dad said I could call one weekend.

Your friend,
Melissa



Answer these questions about the letter.

1. What sport did the girls do together?



_____

2. What else did they do together?

_____

Name: _____

Date: _____

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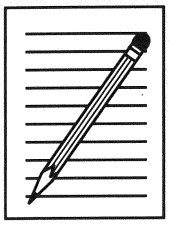
Think of a friend who has moved. Write three things you would like to tell your friend.



1. _____

_____

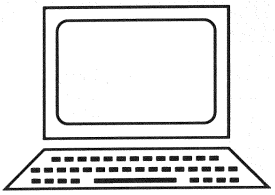
2. _____

_____

3. _____

_____

Follow these directions to find out what Whitney wrote back to Melissa.



1. Follow your teacher's directions to start your word processor. Open the file named *Penpal* on Activities Disk Side A.
2. Whitney wrote back to Melissa using a code. Rewrite Whitney's letter. Use the code to change each symbol to a vowel.
3. Follow your teacher's directions to print or save your work.

Free Writing

Write a diary letter to someone you have not seen for a long time. Your teacher will tell you if you should use a pencil and paper or your computer. To write a diary letter:

- begin your letter with a greeting
- divide the body of your letter into seven sections, one for each day of the week
- write something that happened each day last week
- write a closing for your letter and sign your name

Name: _____

Date: _____

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Lesson 23

Time Capsule

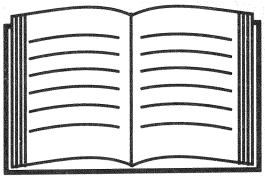
Writing Tip

Writing for a time capsule makes everyday events more interesting.

What would it be like to write a letter to someone who wouldn't read it for hundreds of years?

A "time capsule" is a container that is buried for a long time. It contains things that will show the people in the future what life was like today. Many time capsules contain letters, some addressed from students today to students in the future. When you write for the future, even everyday events become interesting.

This letter was written two hundred years ago. What can you learn about the person who wrote it?



Lexington, Massachusetts
10th day of October, 1788

Dear Friend,

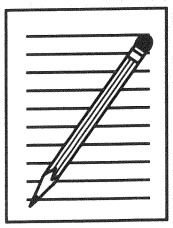
I hope that someone will find this letter and will learn about me. I am ten years old and live in a wooden house a day's ride from Boston. Our fireplace heats our home and is used for cooking. An oil lamp gives us light.

My writing is scratchy because the goose feather pen I am using is worn. I must make another one.

When I finish this letter, I will practice whittling. My grandfather taught me how to carve things from wood by whittling with my knife. I am making presents for my younger sisters and brother.

Daniel Cummings

Write two things that might surprise Daniel about today's world.



1. _____

2. _____

Name: _____

Date: _____

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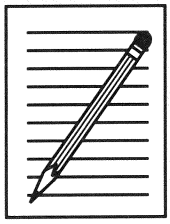
Write two things about today's world that you think will seem funny to kids 200 years from now.

1. _____

_____

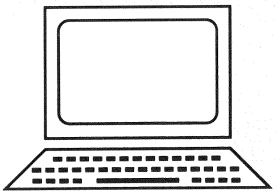
2. _____

_____



Follow these directions to outline a letter for a time capsule.

1. Follow your teacher's directions to start your word processor and open the file named *Capsule* on Activities Disk Side A.
2. Write five things you think would be interesting to kids 200 years from now.
3. Follow your teacher's directions to print or save your work when you are finished.



Free Writing

Now it is your turn to write a letter for a time capsule. Your teacher will tell you if you should use a pencil and paper or your computer. Pretend you are writing for kids who will live 200 years from now. Your letter will be buried until the year 2190. The kids who read your letter will want to know what your life was like. Be sure to include:

- a heading showing the date and the place from which you are writing
- your name and something about yourself
- some things kids in the future will find interesting or funny
- your feelings about today's world

Name: _____

Date: _____

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Lesson 24

I've Got a Problem

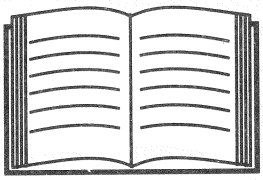
Writing Tip

You can make things happen by writing a letter.

Have you ever been upset about something you just bought because it didn't work right or it fell apart? Have you ever been unhappy about a television program you watched? At times like these, do you want to tell someone how you feel?

If you have a problem or question, you can write a letter. Someone will read your letter and may do something about the problem.

Steven has a problem. Read his letter to find out what it is.



142 Footer Street
Aiken, Texas 78121
April 14, 1988

Running Feet, Inc.
Comfort, NC 28522

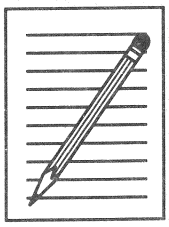
To Whom It May Concern:

Your advertisement says that your jogging shoes "can't be beat or your money back." Well, I have a problem with the pair I bought.

After I wore them only three times, the soles of both shoes came off at the toe. Now I can't use them at all. Since I paid a lot of money for the shoes, I would like to have a new pair or my money returned.

Yours truly,
Steven Smiley

Answer these questions about the letter.



1. What is Steven's problem? _____

_____

2. What should the company do? _____

_____

Name: _____

Date: _____

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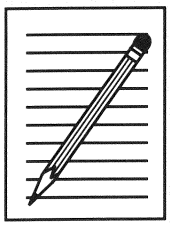
Write three problems you have had that a letter might have helped to solve. An example is done for you.



Example: I tried to buy a shirt that was on sale but the store was out of them.

1. _____

_____

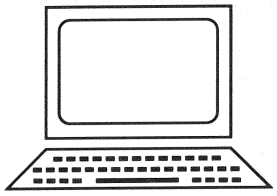
2. _____

_____

3. _____

_____

Follow these directions to finish a letter of complaint.



1. Follow your teacher's directions to start your word processor and open the file named *Problem* on Activities Disk Side A.
2. Read the letter and then finish it with your own ideas.
3. Follow your teacher's directions to print or save your work when you are finished.

Free Writing

Write your own letter about a problem you have. Your teacher will tell you if you should use a pencil and paper or your computer. Your letter should include:

- your address and the date
- the name and address of the business
- a greeting
- a description of the problem and what you want to have done
- a closing with your name

Name: _____

Date: _____

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Lesson 25

We Need Your Help

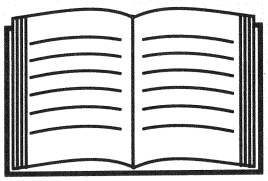
Writing Tip

You can get help from a large group of people by writing letters.

How can you get a large group of people to help with a project? Many people would be glad to help if they knew what was happening. Sending a letter is one way of letting people know what is going on.

The student who wrote the following letter wants parents to help with the school carnival. The letter tells why they need the carnival, when it will happen, and how parents can help.

This letter explains why many parents are needed to help out.



Cass Elementary
Learned, MS 39093
September 15, 1988

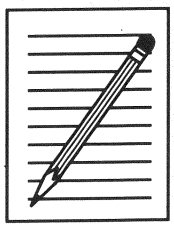
Dear Parents,

It is time again for our school carnival. It is held each year to raise money for new books and furniture for the library and for science equipment. The carnival will be Saturday, October 25 from 9:00 AM until 9:00 PM.

We need your help in many ways, such as decorating, selling tickets, baking cakes and pies, running the games, and serving food. We also need prizes. If you can help, call Ann Kemp (555-3800) or Bill Harrison (555-6711).

Thank you,
Ted Nelson
Carnival Chairperson

Describe the information in the letter shown above.



1. What help is needed: _____

_____

2. Reason for the event: _____

_____

Name: _____

Date: _____

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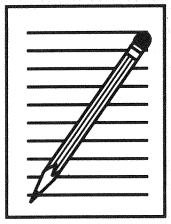
Write the names of four school or community projects that could use some extra help.

1. _____

2. _____

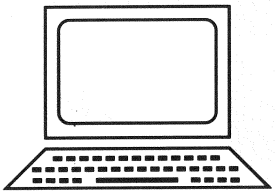
3. _____

4. _____



Follow these directions to write a letter about a clean-up campaign.

1. Follow your teacher's directions to start your word processor and open the file named *Cleanup* on Activities Disk Side A.
2. Pretend that your town is having a clean-up day. Write a letter that will ask people to lend a hand. The information you need to write the letter is on the disk.
3. Follow your teacher's directions to print or save your work when you are finished.



Free Writing

Write a letter asking people to help with a special project. Your teacher will tell you if you should use a pencil and paper or your computer. The project can be for your school, neighborhood, city, or club. Include:

- the name of your group
- the name of the project
- the reason for the project
- the kind of help you need
- the name of someone to call

Name: _____

Date: _____

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Lesson 26

Congratulations

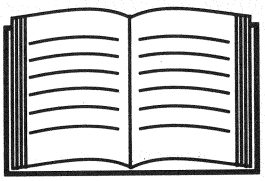
Writing Tip

If you are proud of what a person has done, write a letter of congratulations.

When people do something well or something nice happens to them, you should write a letter of congratulations. This letter tells people how happy you are about what happened.

It is easy to write a letter of congratulations. Just pretend you are talking to the person and share your feelings. A letter of congratulations is a good way to show your friendship.

Think of how this letter made Mark feel when he read it.



450 Holland Dr.
Duluth, MN 55803
April 10, 1988

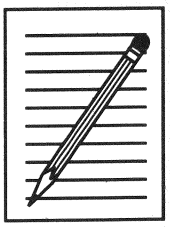
Dear Mark,

I watched the Spelling Bee on television today. You did a wonderful job. I am very happy that you won the contest. You know how to spell so many words. You must have studied for a long time to be so smart.

Your family and friends must be very proud of you. I am proud of you, too. I think that I will study harder. Maybe one day I will be in a Spelling Bee.

Sincerely,
Sarah Thompson

Put a check beside the people who should be congratulated.



- ☐ the umpire of a baseball game
- ☐ the person who was elected class president
- ☐ your sister for winning a race
- ☐ a friend for losing his lunch money
- ☐ the mayor for building a new playground
- ☐ a person who just wrote a book
- ☐ an aunt for getting a new job
- ☐ a friend for missing the school bus

Name: _____

Date: _____

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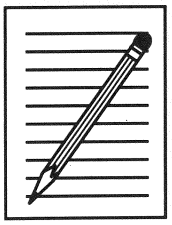
Write the names of two people you know who did something wonderful. Describe what they did.



1. Person: _____

What the person did: _____

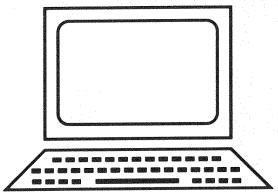
_____

2. Person: _____

What the person did: _____

_____

Follow these directions to write a letter of congratulations.



1. Follow your teacher's directions to start your word processor. Open the file named *Proud* on Activities Disk Side A.
2. Write a letter of congratulations to your friend who won a prize for the Science Fair. The information you need to write the letter is on the disk.
3. Follow your teacher's directions to print or save your work when you are finished.

Free Writing

Write a letter to congratulate someone you know. Your teacher will tell you if you should use a pencil and paper or your computer. Be sure to include:

- what the person did
- why the person should feel proud
- how you feel

Name: _____

Date: _____

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Lesson 27

Refreshing Expressions

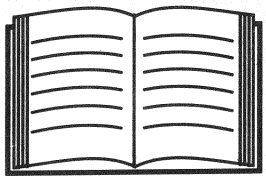
Writing Tip

Change common expressions just a little to make them more interesting.

Expressions can get "old" if they are used too often. Take the expression "slow as a turtle." You know what it means, but it isn't very exciting, especially in your writing.

Thinking of a new expression can be difficult. Sometimes it's easier to change an expression just a little so it is more exciting. Instead of saying someone is as "slow as a turtle," you can say he "couldn't beat a turtle in a short race." The story below shows how this can be done.

Think about how the expressions in this story have been changed.

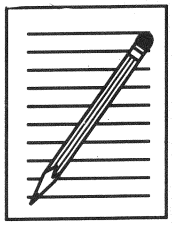


The students were as busy as butterflies in a field of flowers. The school play was next week, and the scenery for the stage was not yet finished.

Tim, who is usually about as clever as a clam, came up with a good idea. Instead of painting scenery on wood, he suggested using paper. Each student could take a big sheet home and paint part of the scenery.

Tim's idea worked as smoothly as a silkworm's suspenders. The scenery was beautiful, and the play was a great success.

Change these expressions just a little to make them more interesting. An example is done for you.



Example: The howling wind
The growling wind

1. Gentle as a lamb

_____

2. Strong as an ox

_____

Name: _____

Date: _____

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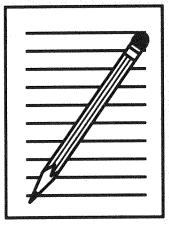
Write two "tired" expressions. Change them slightly to make them more interesting.



1. Old expression: _____

_____

New expression: _____

_____

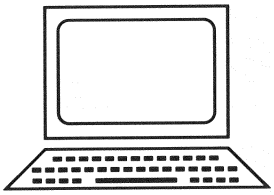
2. Old expression: _____

_____

New expression: _____

_____

Follow these directions to "refresh" some more expressions.



1. Follow your teacher's directions to start your word processor. Open the file named *Refresh* on Activities Disk Side B.
2. Rewrite each tired expression. One has been done for you.
3. Follow your teacher's directions to print or save your work.

Free Writing

Write a make-believe adventure story. Let your imagination run wild and use "refreshing expressions." Your teacher will tell you if you should use a pencil and paper or your computer. You can:

- write the story once using "tired" expressions
- change the expressions to make them more interesting

Name: _____

Date: _____

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Lesson 28

A Good Description

Writing Tip

Adjectives make your writing more colorful.

Adjectives are words that describe people, places, and things. Using adjectives helps you write good descriptions.

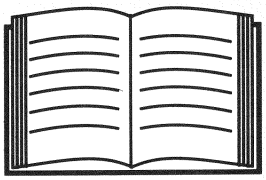
Don't get stuck on everyday adjectives like *big* or *heavy*. Think of exciting new adjectives like *huge* or *weighty*. The best way to find new adjectives is to use a dictionary or thesaurus. The student who wrote this story about a national park used adjectives to describe a beautiful scene.

This story is about a visit to a national park.

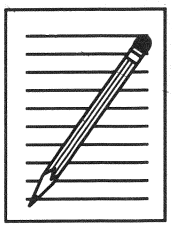
There was a large field of beautiful wildflowers on the right side of the path. The flowers were red and gold, with just a few blue ones here and there.

On the left was a towering cliff made of shiny grey rock with zig-zag streaks of black. The plants growing in the cracks were twisted and bent from the weather.

We left the narrow path and walked toward the colorful sea of flowers. A frightened rabbit jumped from beneath a fallen tree and ran across the path into the dense shrubbery.



Think of another adjective that means the same as these words. One is done for you.



1. winding twisting

2. fast _____

3. pretty _____

4. wide _____

Name: _____

Date: _____

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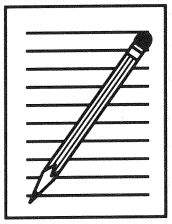
Think of adjectives to complete these descriptions. An example is done for you.



Example:

a giant building

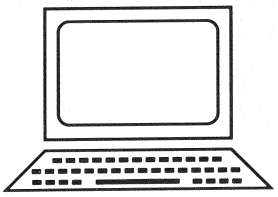
1. the _____ bus

2. a _____ restaurant

3. a _____ oak tree

4. the _____ children

5. two _____ stores



Follow these directions to complete the story.

1. Follow your teacher's directions to start your word processor. Open the file named *Modify* on Activities Disk Side B.
2. Fill in each blank with an adjective.
3. Follow your teacher's directions to print or save your work.

Free Writing

Write a story about a trip you have taken. Use adjectives to describe the trip. Your teacher will tell you if you should use a pencil and paper or your computer. Be sure to tell:

- where you went
- how you got there
- what you saw
- what you did

Name: _____

Date: _____

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Lesson 29

Adjective Scale

Writing Tip

Use an adjective scale to group adjectives that have similar meanings.

Your writing can get boring if you use the same adjectives over and over again. You can avoid this problem if you use an *adjective scale.*

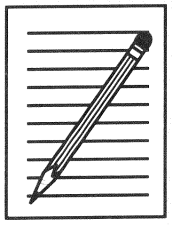
An adjective scale isn't something that lets you weigh adjectives. Rather, it is a way for you to arrange adjectives that have similar meanings. An adjective scale helps you select the word that best suits your writing.

This adjective scale shows words that describe size.

MOST enormous
huge
great
large
average-sized
small
tiny
itsy-bitsy
LEAST minuscule

Put these words in the right place on the adjective scale. One has been done for you.

fast slow speedy rapid sluggish unhurried



MOST _____

_____

_____

unhurried _____

_____

LEAST _____

Name: _____

Date: _____

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Think of four of your own words to put on an adjective scale.

WORDS: _____

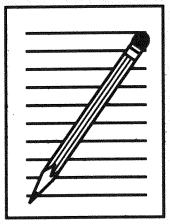
_____

MOST _____

_____

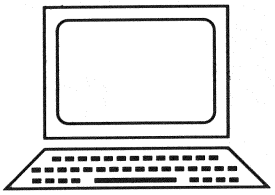
_____

LEAST _____



Follow these directions to use an adjective scale.

1. Follow your teacher's directions to start your word processor. Open the file named *Scale* on Activities Disk Side B.
2. Write a sentence for each of the words on the adjective scale. One is done for you.
3. Follow your teacher's directions to print or save your work.



Free Writing

Think of four words to put on an adjective scale. Write a sentence for each word. Your teacher will tell you if you should use a pencil and paper or your computer. Be sure to:

- write the words
- arrange them on the scale
- write a sentence for each word

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Date: _____

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Lesson 30

Dressing a Verb

Writing Tip

Adverbs help you explain actions more clearly.

Verbs are action words. They tell what someone or something is doing.

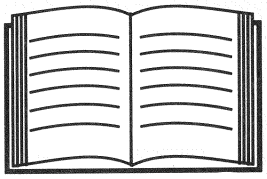
You can dress up a verb with an adverb. An adverb helps you understand more about the action the verb is describing. Adverbs usually end in the letters *ly*.

You shouldn't dress up every verb. But if you use adverbs correctly, your writing will be more enjoyable to read. The adverbs in the story of Queen Inara make the action more realistic.

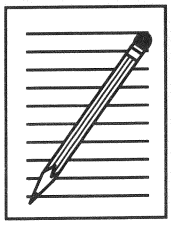
Notice how this writer uses just a few adverbs to make the story more interesting.

Queen Inara turned *slowly* to face the angry crowd of Black Knights. She had ruled *fairly* for many years, and now these men wanted her to join their evil plan. They would throw her in prison if she refused.

Suddenly, the door to the Great Hall flew open. A horse and an armored rider stormed *loudly* into the hall. Before the Black Knights could raise their swords, Prince Leo had carried his mother out of the room and away from the danger.



Write an adverb that fits each verb. One is done for you.



1. read quietly

2. yell _____

3. walk _____

4. move _____

5. shop _____

Name: _____

Date: _____

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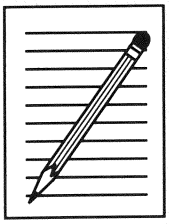
Fill in each blank with an adverb.



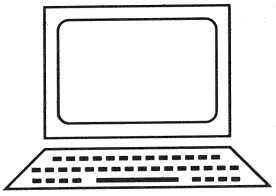
1. The children looked both ways and then crossed the street _____ .

2. The plane glided _____ to the landing field.

3. We watched _____ as they tore down the old theater.

4. _____ the students began to fill up the seats in the stadium.

Follow these directions to continue the story about Queen Inara.



1. Follow your teacher's directions to start your word processor. Open the file named *Inara* on Activities Disk Side B.
2. Fill in each blank with an adverb. Use the adverbs on the list.
3. Follow your teacher's directions to print or save your work.

Free Writing

Complete the story about Queen Inara. Your teacher will tell you if you should use a pencil and paper or your computer. Some things to think about are:

- is the dragon good or bad
- who will help the Queen
- who wins in the end

Name: _____

Date: _____

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Lesson 31

A Good Start

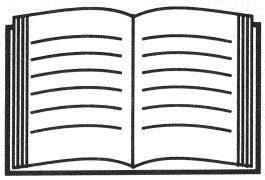
Writing Tip

A strong first sentence will get your writing off to a good start.

Get your writing off to a good start with a strong first sentence. A good start will get your readers' attention and will prepare them for the rest of the story.

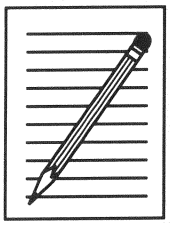
There are many different ways to get off to a good start. Some writers use a *question*, others use *action*, and still others use *suspense*. Think of a beginning sentence that fits with the rest of your story and makes the reader want to continue.

There are many different ways you can start a story.



Question: Did you ever wonder how records are made?
Action: The horse reared up and then took off across the field with Pat hanging on for dear life.
Suspense: No one knew who lived in the house on the hill.
Statement: The Chargers were tied for first place with one game left.

Circle the word that describes each of these beginning sentences.



1. It was getting dark and the children still had not found the path.
suspense **question** **statement**

2. The snow suddenly collapsed and the skiers tumbled down the side of the mountain.
statement **question** **action**

3. A willow tree grows best when it gets lots of water.
statement **suspense** **action**

Name: _____

Date: _____

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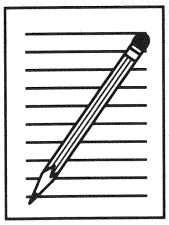
Complete each of these beginning sentences.



1. The explorers didn't expect _____

_____

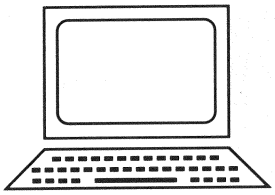
2. Who do you think is _____

_____

3. The weather in my town is usually _____

_____

Follow these directions to write some good beginning sentences.



1. Follow your teacher's directions to start your word processor. Open the file named *Begin* on Activities Disk Side B.
2. Read each story description. Write a strong beginning sentence for each description. One is done for you.
3. Follow your teacher's directions to print or save your work.

Free Writing

Write four beginning sentences. One should be a statement, one a question, one a suspense sentence, and one an action sentence. Your teacher will tell you if you should use a pencil and paper or your computer. Be sure to:

- think of four different story topics
- write a beginning sentence for each
- check your sentences for spelling and punctuation

Name: _____

Date: _____

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Lesson 32

Wrapping It Up

Writing Tip

Wrap up your story with a strong ending sentence.

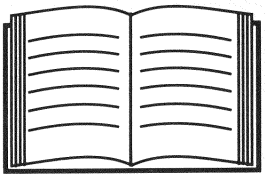
The last sentence of a story is important. It helps the reader remember what you wrote about. Most readers remember the end of a story better than any other part.

When you write a final sentence, try to present the ideas from the story. The last sentence should wrap up the story so the reader understands what you were writing about. In this story about voting, the last sentence summarizes why voting is so important.

The last sentence in this story summarizes the writer's ideas.

Voting lets us choose the people who will run our country. In some countries, people do not have the right to vote. They cannot choose the people who run the government and make the laws. People who cannot vote are often unhappy with their government.

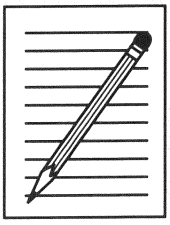
Many people in our country choose not to vote. I think they are making a mistake. Everyone should vote so we can really have government for all the people.



Write an ending sentence for each paragraph.

1. Many people litter the highways. They throw paper and cans from car windows. This trash makes the country look messy. _____

_____



2. The Hornets had practiced hard for the championship game. They were ahead with just a few minutes to go. _____

_____

Name: _____

Date: _____

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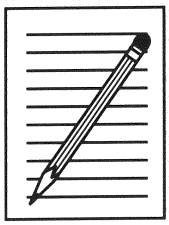
Write an ending sentence for each story outline.



The crew of a spaceship finds a new planet. They build a city and are very happy there. Now they must decide whether to stay or return to earth.

_____

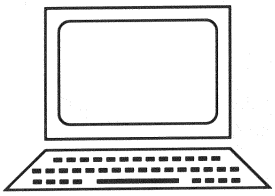
_____

Two children find an injured hawk. They nurse the hawk back to health. Should they keep the hawk as a pet or release it?

_____

_____

Follow these directions to write different endings for a story.



1. Follow your teacher's directions to start your word processor. Open the file named *End* on Activities Disk Side B.
2. Write three different endings to the story.
3. Follow your teacher's directions to print or save your work.

Free Writing

Think of an idea for a story. Write the idea, and then write three different ending sentences for the story. Your teacher will tell you if you should use a pencil and paper or your computer. Be sure to:

- write a few sentences about the story idea
- think about three ways the story can end
- write three different ending sentences

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Lesson 33

Variety

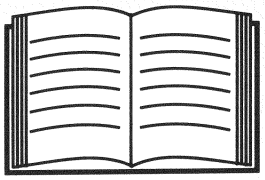
Writing Tip

Different kinds of sentences keep your writing from becoming boring.

You know how boring it is to do the same thing over and over. Writing can be boring if all the sentences sound the same. You can improve your writing by using different kinds of sentences.

When you write a first draft, don't worry about the sentences. Just try to get your ideas on paper. It is when you revise your work that you should add variety to your sentences. The girl who wrote the story below did just that.

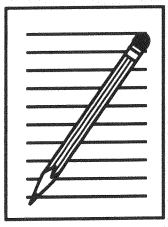
There are several different kinds of sentences in this story.



The caravan made its way across the desert. There were more than a hundred camels in the caravan, each one carrying a rider or some goods to be traded.

Marsha's camel walked near the front of the caravan. The camel's name was Omar, and he was both gentle and strong. Omar belonged to the leader of the caravan.

Complete each of these sentences. Notice how different the sentences are.



1. The _____ man waited for the _____ .

2. After the _____ , the people of the town were _____ .

3. Jeff, who liked to _____ , wanted to go to the _____ .

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Write two sentences about your town. One should be short and one should be long.

Short: _____

_____

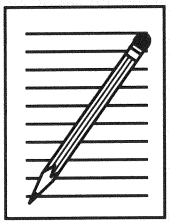
_____

Long: _____

_____

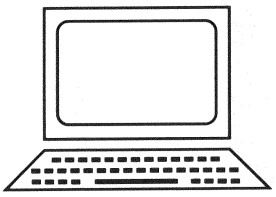
_____

_____



Follow these directions to change a story.

1. Follow your teacher's directions to start your word processor. Open the file named *Variety* on Activities Disk Side B.
2. Change the story about the polar bear so the sentences are more interesting.
3. Follow your teacher's directions to print or save your work.



Free Writing

Write a story about a bird or animal that lives near your town. Your teacher will tell you if you should use a pencil and paper or your computer. Be sure to tell:

- the name of the bird or animal
- where it lives
- what it eats
- when you can see it

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Lesson 34

Strong Verbs

Writing Tip

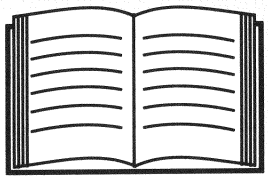
Strong verbs help you paint a clear picture with your words.

Your writing will be more exciting if you use strong verbs. *Race*, *drag*, *yell*, and *slip* are all strong verbs. They describe actions you can easily imagine.

A weak verb doesn't do very much for a reader. Words such as *go*, *was*, *do*, and *like* are weak verbs. If you use weak verbs too much, your writing will become wishy-washy.

The story below shows how strong verbs create a clear picture in your mind. The description is so strong that you can feel yourself in the boat with the children.

The strong verbs in this story make you think you are in the boat with the children.

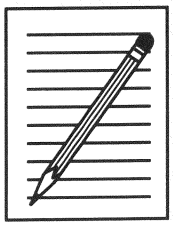


The ocean was calm when the children pushed the small boat into the water. But soon the wind began to blow and the waves rose.

At first the sea was gentle and just rocked the boat. By noon the waves were crashing over the sides and water began to fill the boat.

Cindy tried to yell to the people on shore, but no one could hear her. Suddenly a huge wave rolled in and flipped the small boat over. Then Cindy, Marc, and Patricia went flying into the angry sea.

The words on the right are strong verbs. Write more strong verbs on the lines.



1. run _____

2. drop _____

3. jump _____

4. enjoy _____

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Date: _____

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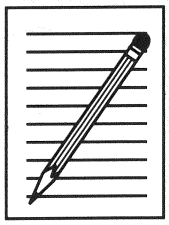
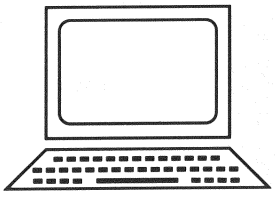
Fill in the blanks in this story using strong verbs.



Karen and Grant had _____ hard on their science project. They fed the mice every day, _____ their cages once a week, and when the weather was good, _____ the cages outside so the mice could enjoy the sunshine.

But something was wrong with Irma. She was getting fatter every day and _____ most of her time in the nest.

Follow these directions to finish the story on the computer.



1. Follow your teacher's directions to start your word processor. Open the file named *Irma* on Activities Disk Side B.
2. Complete the story by typing strong verbs in the blanks.
3. Follow your teacher's directions to print or save your work.

Free Writing

Write your own story about a surprise. Your teacher will tell you if you should use a pencil and paper or your computer. Use strong verbs when you tell what happened. Some things to think about are:

- who was surprised
- when did the surprise happen
- how did the surprise happen

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Lesson 35

Fact and Opinion

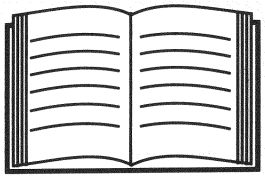
Writing Tip

Know the difference between facts and opinions when you are writing.

It is important to know the difference between facts and opinions. Facts are things that everyone agrees are true, like the world being round. An opinion is something that people believe. Opinions may or may not be true. Saying the earth is a nice place to live is an opinion.

Your writing will be more believable if you are clear about the difference between a fact and an opinion. If you confuse the two, you will also confuse your readers.

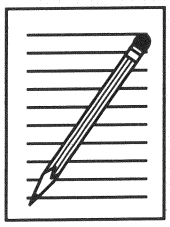
When you read this story, try to find the facts and opinions.



Fishing is fun. Many people of all ages go fishing. Sometimes they eat what they catch and sometimes they throw the fish back. Sometimes they don't catch anything.

The only part of fishing I don't like is putting bait on a hook, especially worms. Some people don't use live bait. They use lures made of plastic, feathers, or wood. This sounds like a good idea to me.

Tell if each sentence is fact or opinion by circling the correct answer.



1. Swimming is the best sport.
fact **opinion**

2. More than half the earth is covered by water.
fact **opinion**

3. It is hard to learn to ice-skate.
fact **opinion**

4. Ice is frozen water.
fact **opinion**

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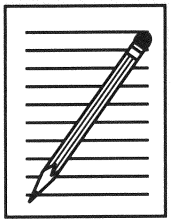
Write one fact and one opinion about your school.

Fact: _____

_____

_____



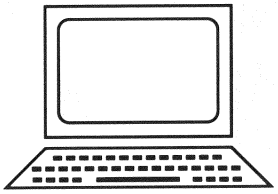
Opinion: _____

_____

_____

Follow these directions to write about facts and opinions.

1. Follow your teacher's directions to start your word processor. Open the file named *Fando* on Activities Disk Side B.
2. Follow the directions to write sentences that state facts and opinions.
3. Follow your teacher's directions to print or save your work.



Free Writing

Write a story about a vacation you took with your family. Use both facts and opinions. Your teacher will tell you if you should use a pencil and paper or your computer. Be sure to tell:

- when you went
- how you got there
- what it was like going there
- where you went
- how you liked it
- what you liked best about the trip

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Lesson 36

Unwind

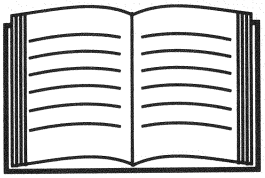
Writing Tip

Unwind sentences that are too long so your reader can understand them.

When you write a first draft, you may end up with two or more sentences that run together. Another person will have a hard time reading your writing because these sentences are too long and confusing.

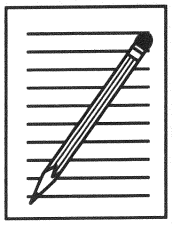
To correct this, break long sentences into two or more shorter sentences. Another way of saying this is to *unwind* the long sentence into smaller ones. Read the two examples below to see how much easier it is to read sentences that have been unwound.

Think about which of these phone messages is easier to read.



Message 1: Mrs. Miller called this afternoon she said she wouldn't ride with you to the library she would walk instead because it was such a nice day. She also asked if we could come to her house for dinner next week and to give her a call tonight and let her know.
Message 2: The dentist's office called this afternoon. They wanted to remind you about your checkup tomorrow. Your appointment is at 12:15 PM. If you can't make it, call them so they can change your appointment.

Read each sentence. Circle the answer that shows if it is correct or needs unwinding.



1. Mom, there is a meeting of the town council tonight and you should try to go to it.

correct **needs unwinding**

2. If anyone is going to the store, please pick up milk and a loaf of bread.

correct **needs unwinding**

3. Next week is fire prevention week be ready for a practice fire drill.

correct **needs unwinding**

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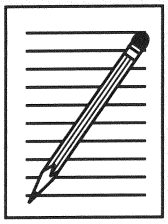
Unwind these sentences so they are easier to understand.

1. Dad, don't forget tonight's sign-up for kid's basketball and the recreation center wants you to coach a team like you did last year.



_____

_____

2. All students in the fourth grade need permission slips for the field trip to the planetarium on April tenth when the buses will leave the playground at 10:00 AM.

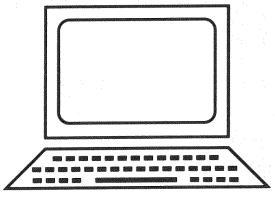
_____

_____

_____

Follow these directions to unwind the sentences in this story.

1. Follow your teacher's directions to start your word processor. Open the file named *Unwind* on Activities Disk Side B.
2. Read the story and unwind the sentences that are too long. Be sure to start sentences with a capital letter and use end punctuation.
3. Follow your teacher's directions to print or save your work.



Free Writing

Write a message to a friend about an upcoming school event. Your teacher will tell you if you should use pencil and paper or your computer. When you have finished, check that:

- your sentences are easy to understand
- end punctuation is correct
- sentences start with a capital letter

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Lesson 37

Combine

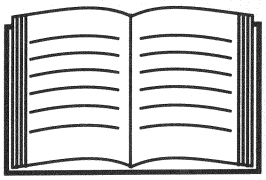
Writing Tip

Combining sentences makes your writing smoother.

Sentences that are too short can make writing stiff and jerky. To make your writing smoother, you can often combine thoughts into one sentence.

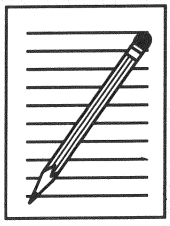
You should try to combine sentences when they have the same subject. You should also combine sentences in which two subjects share the same verb. In the examples below, you can see how combined sentences are easier to read.

Notice how the combined sentences sound smoother.



1. My dog Maggie has thick, black fur. Maggie has a big, bushy tail.
My dog Maggie has thick, black fur and a big, bushy tail.
2. I feed my pet every day. My brother feeds his pets every day.
My brother and I feed our pets every day.
3. My sister has an aquarium. My sister has five different kinds of fish in her aquarium.
My sister has five different kinds of fish in her aquarium.

Combine the sentences to complete them.



1. Opossums hunt for food at night. Raccoons hunt for food at night also.

_____ hunt for food at night.

2. Beavers collect sticks to build their dams and lodges. Beavers also cut down small trees to build their dams.

Beavers _____ to build their dams and lodges.

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Date: _____

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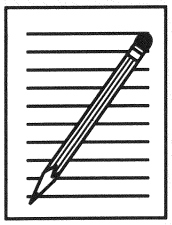
Combine the sentences to complete them.



1. The bank of the river was crowded with animals. The animals had come to get a drink.

The bank of the river was crowded with

animals that _____

2. The two dogs played hard. They barked at one another. They were good friends.

The two dogs played hard and barked at one

another, but _____

Follow these directions to practice combining sentences.

1. Follow your teacher's directions to start your word processor. Open the file named *Combine* on Activities Disk Side B.
2. Read each pair of sentences and decide how to combine them into one sentence. Use your word processor to write the new sentence.
3. Follow your teacher's directions to save or print your work when you are finished.

Free Writing

Write three pairs of short sentences about pets or animals you like. Combine the sentences into a longer sentence that means the same thing. Your teacher will tell you whether to use pencil and paper or your computer. Be sure to:

- write the short sentence pairs as if you were drafting a story
- revise the sentences by combining the short sentences into longer ones
- make any other revisions that are necessary

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Lesson 38

End That Sentence

Writing Tip

Every sentence must end with a period, question mark, or exclamation point.

Every sentence must end with a punctuation mark. The end punctuation marks are the period (.), question mark (?), and exclamation point (!).

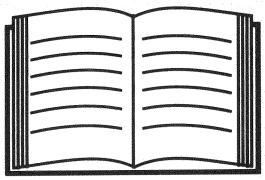
Each end punctuation mark gives a sentence a different meaning. A period ends a statement and a question mark ends a question. An exclamation point adds emphasis to a sentence. You can see examples of end punctuation in the story below.

Notice how this writer used end punctuation to improve the meaning of sentences.

What an incredible day I had! Everything seemed to be backwards. For starters, my alarm didn't go off, and I slept late. But then I made it to school early.

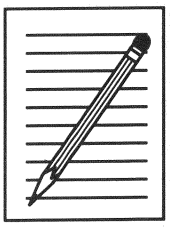
During school we had a quiz in my worst subject. It turns out I got an A on it! Who would have believed that?

I thought I'd get soaked walking home in the rain. But just as school ended, it turned into a beautiful, sunny afternoon. Why can't every day end up like this?



Use end punctuation to complete these sentences.

1. I try to write in my journal almost every day
2. Watch out for that falling tree
3. Have you ever been to Chicago
4. This lock is more than 100 years old
5. If it rains, will we still go to the park



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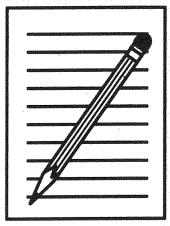
Write a sentence for each end punctuation mark.

1. Period: _____

_____

_____



2. Question mark: _____

_____

_____

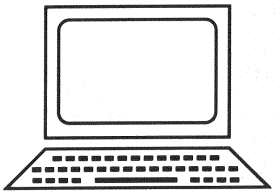
3. Exclamation point: _____

_____

_____

Follow these directions to fix the end punctuation in a story.

1. Follow your teacher's directions to start your word processor. Open the file named *End* on Activities Disk Side B.
2. Replace each asterisk (*) with the correct end punctuation.
3. Follow your teacher's directions to print or save your work when you are finished.



Free Writing

Write a letter to an imaginary pen pal. Your teacher will tell you whether to use pencil and paper or your computer. Be sure to:

- tell about interesting things you have done recently
- use different kinds of sentences
- use the correct end punctuation

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Lesson 39

Uncommon Comma

Writing Tip

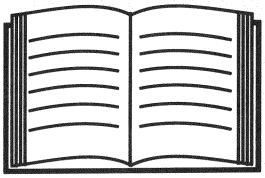
Commas separate things that might be confusing if they were run together.

Many writers have a problem knowing where and when to use commas. If you try to solve this problem by not using commas at all, your writing will end up being hard to read.

Commas usually appear in writing in the same places you pause when you speak. Three places where you should use commas are:

- after the parts of dates (A letter dated July 8, 1864, was found in our basement.)
- after the parts of an address (It was sent to 5 Main Street, Bangor, Maine.)
- after items in a series (It was read by Ruth, Margaret, and Frank.)

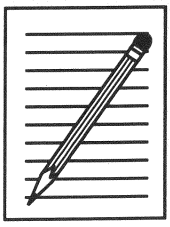
This announcement shows some different ways to use a comma.



The Wilson School Spring Fair will be held on Saturday, April 21, on the school grounds. The school is located at 4910 West Avenue, Aurora, Colorado. Games like ring toss, bingo, and a sack race will be held in the afternoon.

There will be a merry-go-round, pony rides, and bumper cars for children. Be sure to try the tempting foods such as egg rolls from China, burritos from Mexico, and dolmas from Greece. In case of rain, the fair will be held on Saturday, April 28th.

Put commas in the correct places in these sentences.



1. After school I eat a snack do my homework and ride my bike.

2. Usha's family came from New Delhi India.

3. On April 12 1981 the first space shuttle flight was launched.

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Date: _____

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Complete these sentences about you. Remember to include commas.

1. I was born on _____

in _____

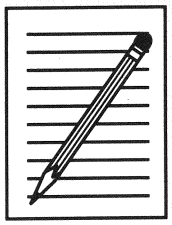
2. My address is _____

_____

3. Three of my favorite activities are

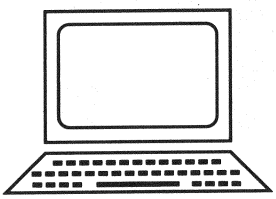
_____

_____



Follow these directions to punctuate a story using commas.

1. Follow your teacher's directions to start your word processor. Open the file named *Comma* on Activities Disk Side B.
2. Read the story. Insert commas where they are necessary.
3. Follow your teacher's directions to save or print your work when you are finished.



Free Writing

Write a story about opening a store of your own. Include the location of the store, when it will open, and what you sell. When you revise your draft, check to see that commas are in the right places. Your teacher will tell you whether to use pencil and paper or your computer. You should:

- include dates and places
- put commas in the correct places
- be sure to put commas after each item in a series

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Lesson 40

Bits and Pieces

Writing Tip

All of your sentences should have a subject and a verb.

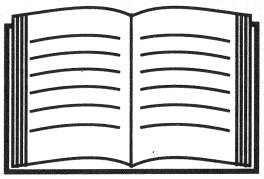
A complete sentence has a subject and a verb, and expresses one whole idea. If you accidentally leave out the subject or verb, you end up with a *sentence fragment*. The fragment gives you just bits and pieces of the sentence.

Sentence fragments are sneaky. They can easily slip into your writing. Sometimes it's hard to decide whether or not a sentence is complete. Now you will get some practice finding and correcting sentence fragments.

Try to find the sentence fragments in this story.

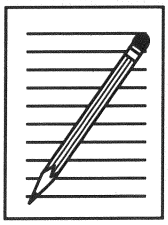
My favorite book *Encyclopedia Brown's Book of Wacky Crimes*. The main character is Leroy Brown. Also known as Encyclopedia Brown.

This is one book in a whole series. By the author Donald Sobol. I really like these books. I try to solve the cases on my own. If I get stuck, then I can read the solution to the case. I think these books are great fun. Eventually I will have all of the Encyclopedia Brown books.



Underline two more sentence fragments in the story above. Then rewrite them correctly here. One is done for you.

My favorite book is *Encyclopedia Brown's Book of Wacky Crimes.*



1. _____

_____

2. _____

_____

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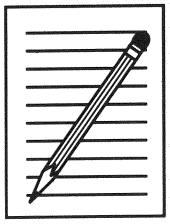
Read each sentence fragment. Circle the name of the missing part.



1. Like scary books a lot.
subject **verb**

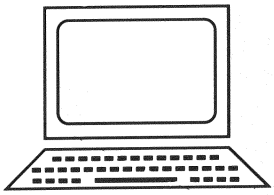
2. Spooky houses often strange characters in them.
subject **verb**

3. I as fast as I can to get to the end.
subject **verb**

4. Know that the scary things can't really happen to me.
subject **verb**

4. But after I read a scary book, I a light on when I go to bed.
subject **verb**

Follow these directions to correct sentence fragments.



1. Follow your teacher's directions to start your word processor. Open the file named *Fragment* on Activities Disk Side B.
2. Read the paragraph. Correct any sentence fragments you find.
3. Follow your teacher's directions to save or print your work when you are finished.

Free Writing

Write about a book you like. Your teacher will tell you whether to use pencil and paper or your computer. When you write about the book:

- tell what the book was about
- explain why you like it
- be sure all your sentences have a subject and verb

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Lesson 41

I Agree

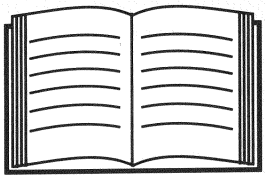
Writing Tip

Think about whether the subject is singular or plural and make the verb agree with it.

When you are revising your writing, you should be sure that subjects and verbs agree with one another. That means if a subject is singular (one thing), the verb must be singular. If a subject is plural (more than one thing), the verb must be plural.

If subjects and verbs don't agree, your writing will be hard to understand. It will also make the reader think you didn't do a good job revising.

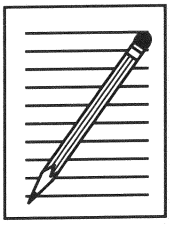
Notice that the subjects and verbs in this story agree.



The *surprise party is* all set, and my *grandparents do not suspect* a thing. *They expect* a quiet family dinner. *We have invited* all their friends to celebrate their anniversary. *I see* their car outside.

I can just *imagine* what will happen. My *grandfather walks* up the steps with my grandmother. The *doorbell rings*. All of the *guests are* hiding in the dining room. *Dad opens* the front door, and my *grandparents come* in. *We* all *shout*, "Happy Anniversary!"

Put a check beside each sentence in which the subject and verb agree.



- ☐ She write often to her friend.
- ☐ Birds fly south for the winter.
- ☐ Snow falls for the first time in the late fall.
- ☐ Children plays in the park.
- ☐ Rupert have a friend who is deaf.

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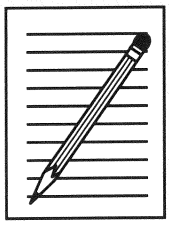
Circle the correct verb form for each sentence.



1. My grandmother (has, have) always done interesting things.

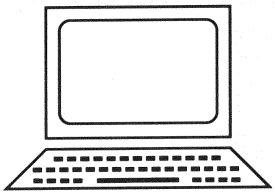
2. She (was, were) the first person in our family to go to college.

3. My friends (is, are) fascinated to hear her stories.

4. Now she and I (has, have) started writing a family history together.

5. We (hope, hopes) to have it published by the Historical Society.

Follow these directions to practice making subjects and verbs agree.



1. Follow your teacher's directions to start your word processor. Open the file named *Agree* on Activities Disk Side B.
2. Read the story. Revise the story so subjects and verbs agree.
3. Follow your teacher's directions to save or print your work when you are finished.

Free Writing

Write your own story about a natural area near your home. If you live in a city, think about the animals in a nearby park. Your teacher will tell you whether to use pencil and paper or your computer. As you are writing, think about:

- writing good descriptions of plants and animals
- making sure subjects and verbs agree

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Lesson 42

Capital Idea

Writing Tip

Use capital letters to tell the reader where a sentence begins and which words are important.

Most writing is done with small letters that are called *lower-case*. Capital letters, also called *upper-case*, are used to begin sentences and proper nouns.

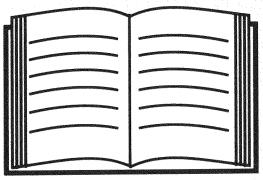
When you use capital letters correctly, your writing is easier to understand. Capital letters tell where sentences begin and point out to the reader important words like names and places. The name of a particular person, place, or thing is called a *proper noun* and is capitalized.

Capital letters are used correctly in this story.

Last July we went camping in the Grand Teton National Park. We packed up our Dodge van and headed west on Interstate 70. It took us a long time to get there.

When we arrived we found a campsite near the Snake River. One day we tried climbing part way up Prospector's Mountain. It was awesome. We saw many animals such as elk, raccoons, and even a bear.

On our way home we visited Aunt Liza and Uncle Allen in Cheyenne, Wyoming. We got to see some of the Frontier Days Rodeo events.



Write a proper noun beside each word. Be sure to begin your word with a capital letter. One is done for you.

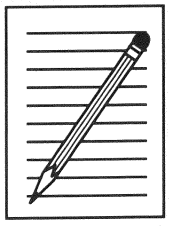
1. month October

2. country _____

3. street _____

4. person _____

5. state _____



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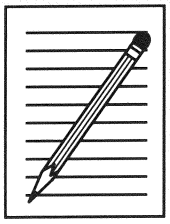
Complete each sentence with a proper noun.



1. My best friend's name is

_____

2. The name of a store in my town is

_____

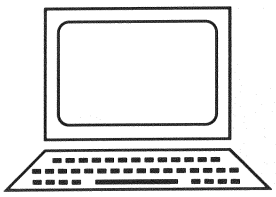
3. My favorite rock star is

_____

4. The athlete I like best is

_____

Follow these directions to practice using capital letters.



1. Follow your teacher's directions to start your word processor. Open the file named *Capital* on Activities Disk Side B.
2. Revise the story using capital letters.
3. Follow your teacher's directions to save or print your work when you are finished.

Free Writing

Write a story about a trip you've taken to a museum. Your teacher will tell you whether to use pencil and paper or your computer. When you revise your story, make sure there are capital letters:

- at the beginning of sentences
- at the beginning of proper nouns

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Lesson 43

The Roar of the Crowd

Writing Tip

Think about your audience when you are revising your work.

When you write something, it is important to think about the people who will read it. These people are called your *audience*. For your writing to be enjoyable, it should be written in a way that is easy for your audience to understand.

When you are planning to write or are working on your first draft, you should just try to get your ideas down on paper. It is while you are revising that you should edit your writing so that your audience will understand it best.

These two letters were written for different audiences.

To an old friend

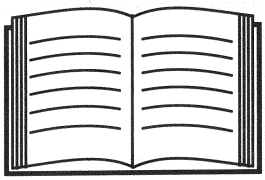
Amy and I went up to the cliff yesterday. We climbed the trail instead of taking the long way around. The entrance to the cave is blocked off now so we couldn't go inside.

When we reached the top, Amy spent some time digging in the ruins. She found an old spoon from the hotel. When we got home Mom shined it up and we discovered it was silver.

To a new friend

My sister Amy and I climbed the cliff near town yesterday. It's about 500 feet high and has a cave, but the entrance is blocked off.

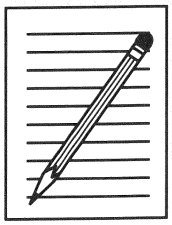
Amy dug in the ruins of an old hotel. It was built during the Civil War but burned down long ago. She found a spoon that had CH on it, so it was probably from the Cliff Hotel. Mom shined it up and we found it was silver.



List two things that are described differently in the letters above.

1. _____

2. _____



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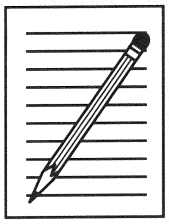
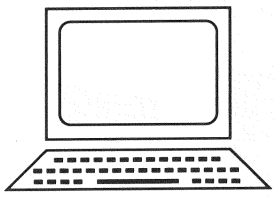
Check the box beside the things that will help you think about your audience.

- ☐ How well do they know me?
- ☐ How well do they know the topic?
- ☐ How tall are they?
- ☐ What are their opinions about the topic?
- ☐ What kind of shoes do they wear?
- ☐ How much time do they have to read?
- ☐ Where do they live?
- ☐ What is their favorite food?



Follow these directions to practice writing for an audience.

1. Follow your teacher's directions to start your word processor. Open the file named *Audience* on Activities Disk Side B.
2. Write about your favorite hobby. Write one paragraph for a person who has the same hobby, and one paragraph for a person from the planet Mars who has never visited Earth.
3. Follow your teacher's directions to print or save your work.



Free Writing

Write a story about your favorite food. Write it for a person who has never tasted or seen your favorite food. Your teacher will tell you if you should use a pencil and paper or your computer. Be sure to tell:

- what it looks like
- how it tastes
- how you cook it
- how you serve it
- the best place to eat it

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Lesson 44

On Purpose

Writing Tip

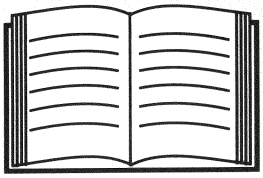
Keep in mind the reason you are writing.

There are many different reasons for writing. Four of the important reasons are:

- describing things or ideas
- telling a story
- presenting information
- convincing someone

When you know why you are writing, you will do a better job and your writing will make more sense. You will also find it is easier to write when you have a purpose.

These examples show four reasons for writing.



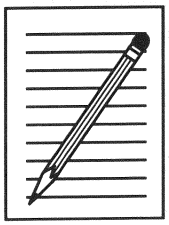
Describing: At the bottom of the hill was a willow tree. Its branches swayed in the breeze.

Telling: Janet knew now that she had gotten on the wrong subway. She didn't know what to do, so she asked the man sitting beside her for help.

Informing: Fixing a flat is not difficult. The first thing you do is remove the tire from the bicycle.

Convincing: Ms. Lee will make a good mayor. She wants to improve the city's parks and will work to repair Main Street.

Circle the reason why each of these stories was written.



1. Littering is a serious problem. Litter is awful to look at and is expensive to clean up. We should all help to prevent littering.

telling **informing** **convincing**

2. Rick had never played a solo before. He felt nervous, but his teacher said she thought he would do very well.

describing **telling** **informing**

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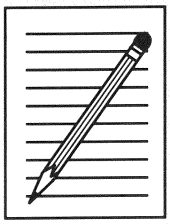
Fill in the correct purpose for writing each of these stories (describing, telling, informing, or convincing).



1. Writing a story about an imaginary friend

_____

2. Writing directions about baking bread

_____

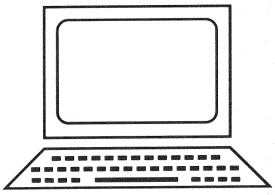
3. Asking a friend to join the basketball team

_____

4. Writing about a baby deer you saw

_____

Follow these directions to practice writing for a purpose.



1. Follow your teacher's directions to start your word processor. Open the file named *Purpose* on Activities Disk Side B.
2. Write a beginning sentence for each topic. Keep in mind the purpose for which you are writing.
3. Follow your teacher's directions to print or save your work.

Free Writing

Write a story about any topic you choose. Before you begin, choose your purpose for writing. Your teacher will tell you if you should use a pencil and paper or your computer. Be sure to:

- choose a topic and a purpose for writing
- think of a title
- write your first draft
- revise your writing so it matches your purpose

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Lesson 45

Quoting Well

Writing Tip

Improve your writing by using quotes.

Sometimes when you write you will use the words of other people. This is called *quoting*. Quoting other people shows that you have studied your topic and have read what other people think.

You should always tell your reader when you are using a quote. You should also say whose quote you are using.

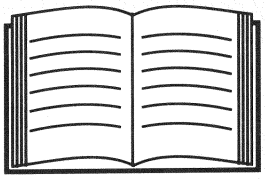
You can find quotes in a book of quotations in the library. You can also quote from something a person has written or said.

These examples show different ways to use quotes.

Martin Luther King said, "I have a dream." He believed that all people could live together in peace.

Happiness is catching. As Anne Frank said, "Whoever is happy will make others happy."

When Mark Twain spoke about New England, he said, "The weather there is always doing something." He meant the weather there was always changing.



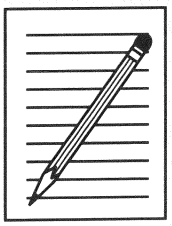
Write a saying or expression that your teacher, a parent, or a friend uses often.

_____

_____

_____

_____



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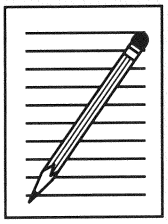
In your own words, explain what these quotes mean.

1. "You are the sunshine of my life."
Stevie Wonder



_____

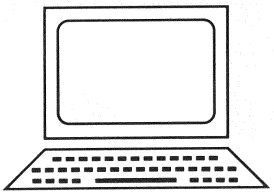
_____

2. "Know what is worth keeping."
Dinah Mulock Craik

_____

_____

Follow these directions to practice using quotes in your writing.



1. Follow your teacher's directions to start your word processor. Open the file named *Quote* on Activities Disk Side B.
2. Read each quote. Write one paragraph in which you use each quote. The paragraphs do not have to be very long.
3. Follow your teacher's directions to print or save your work.

Free Writing

Write a story about how important it is to do things for the good of your community or the country. Use President Kennedy's quote "Ask not what your country can do for you; ask what you can do for your country." Your teacher will tell you if you should use a pencil and paper or your computer. Follow these steps:

- choose your topic
- write a draft of your story
- fit the quote into your story while you are revising it

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Lesson 46

Just the Facts

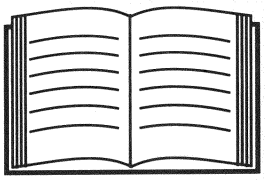
Writing Tip

Organize facts when you write about them.

One of the most challenging kinds of writing is describing facts. Because you can't use your imagination, you might find that your writing becomes dry and boring.

But you can learn to do a good job writing about facts. If you organize the facts and describe them accurately, your writing will be crisp and interesting. In this story about a bird, the facts are organized clearly.

The facts in this story are clear and well organized.

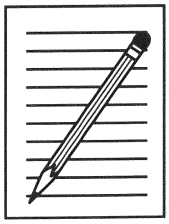


The kestrel is a bird that is found in almost every state. It is the smallest of the hawks, and one of the most beautiful. Its back and tail are a rusty brown color and the wings are bluish-gray.

Kestrels hunt small insects and animals in open fields. They hover over the field, which means they fly so they hold still in the air. When they see their prey, they swoop down and catch it.

You can often see kestrels hovering near highways. They are looking for mice and insects that live in the grassy area between the lanes and on both sides of the road.

Write four facts about squirrels and four about birds.



	Squirrels	Birds
1.	_____	_____
2.	_____	_____
3.	_____	_____
4.	_____	_____

Name: _____

Date: _____

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Write three facts about your best friend.

1. _____

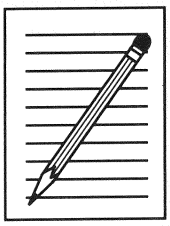
_____

2. _____

_____

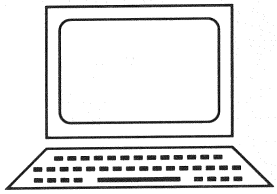
3. _____

_____



Follow these directions to organize facts.

1. Follow your teacher's directions to start your word processor. Open the file named *Facts* on Activities Disk Side B.
2. Write six facts about your favorite place to eat. Write about how the place looks and smells, and how they cook the food.
3. Follow your teacher's directions to print or save your work.



Free Writing

Write a story about your favorite place to eat. Use the facts you just wrote. Your teacher will tell you if you should use a pencil and paper or your computer. Be sure to:

- write a beginning paragraph telling the name and location of your favorite place to eat
- write a paragraph about how the place looks and smells, and how they cook the food there
- write an ending paragraph about why you like this place

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Lesson 47

How To

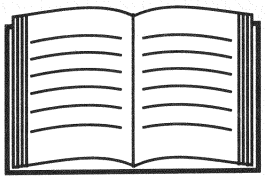
Writing Tip

Use order words like first and next to write clear directions.

You might think writing directions is easy, but it is quite a challenge to explain how to get somewhere or do something. When you give directions, it is important to use words that are easy to understand and remember.

Use order words such as *first*, *second*, *then*, and *finally* to help organize information for directions. These order words can also act as clues to help others remember the directions. Would the directions below help you find where the writer lives?

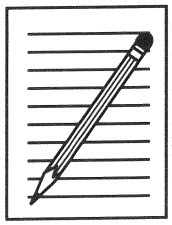
Think about whether these directions are clear and complete.



Here are the directions to get to our apartment from school. First, go to Washington Street and walk toward City Park. The street right after City Park is 18th Street. Turn left on 18th Street and go five blocks to Lincoln Boulevard. You'll see a big supermarket on the corner.

Turn right onto Lincoln and go two blocks. Our apartment building is on the corner of Lincoln and Ogden Place. There's a big sign that says "Ogden Towers." Ride the elevator to the 6th floor. I live in apartment 6C.

List four things you could explain how to do.



1. _____

2. _____

3. _____

4. _____

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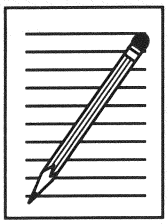
Answer these questions using clear sentences.

1. When you leave your house to go to school, which direction do you turn first?



_____

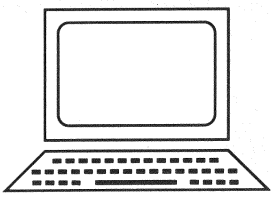
_____

2. Name one of the steps you must take to wash a car.

_____

_____

Follow these directions to write about making applesauce.



1. Follow your teacher's directions to start your word processor and open the file named *Recipe* on Activities Disk Side B.
2. The steps on how to make homemade applesauce have gotten mixed up. Rearrange the steps and type in the words First, Second, Third, and Fourth to show the correct order.
3. Follow your teacher's directions to print or save your work when you are finished.

Free Writing

Write the directions on how to go from your classroom to the cafeteria or the library. Your teacher will tell you if you should use a pencil and paper or your computer. Be sure to:

- include all the directions
- put the directions in the correct order
- write clearly

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Lesson 48

So I Said

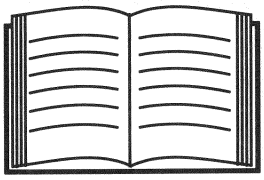
Writing Tip

Good dialog is written so it sounds the same as people talk.

Sometimes when you tell a story, you will want your characters to talk to each other. This is called *dialog*. The important thing to remember about writing dialog is to make it sound as if people are actually talking.

Use quotation marks to show what someone is saying. Also, indent the sentence whenever the speaker changes. This will help your reader understand who is speaking. It's easy to see who is speaking in the following story.

Notice how natural this dialog sounds.



"Brrr, it's cold outside!" Jamal exclaimed as he came into the house. "I hate cold weather."

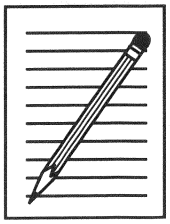
"No kidding! The weather report on the radio said it might snow tonight," said Lori.

"I heard the same thing," added Jeff. "I hope we get a foot or more!" Unlike Jamal, Jeff liked snow. He had grown up in Minnesota, where they have lots of snow.

"What? You like snow?" Jamal asked.

"Well, I just got a new sled and I can't wait to use it," Jeff explained.

Answer these questions about the conversation above.



1. What are the names of the three speakers?

_____

2. Who likes snow?

_____

3. Who listened to the radio?

_____

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Date: _____

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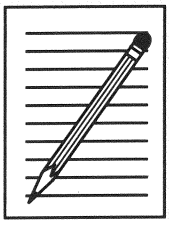
Complete each sentence with a speaking verb from the list.



Speaking Verbs: yelled, pleaded, answered, whispered, howled

1. "It's not my fault," _____ Bruce.

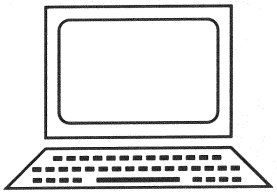
2. Sheri _____, "Throw the ball to third!"

3. "Can I go to the movies?" _____ Tim.

4. "Ouch," _____ Ned, "that pan is hot."

5. "Don't say anything," _____ Rachel. "Here comes Jack."

Follow these directions to complete a conversation.



1. Follow your teacher's directions to start your word processor. Open the file named *Talk* on Activities Disk Side B.
2. Write a dialog sentence for each verb.
3. Follow your teacher's directions to print or save your work when you are finished.

Free Writing

Write a dialog about what you want to do on Saturday. The speakers can be several of your friends. Be sure to include yourself. Your teacher will tell you if you should use pencil and paper or your computer. Be sure you:

- use quotation marks
- indent for a new speaker
- use interesting words to show how the people are speaking

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Lesson 49

Advertisement

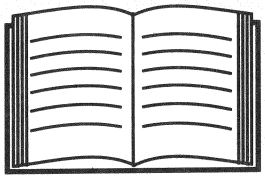
Writing Tip

Think of ads in magazines and on TV to find positive words you can use.

What do you do best? What jobs could you do for someone in your neighborhood? Here's your chance to write an advertisement for yourself. Another name for an advertisement is *ad*.

An ad is written to convince others they need a product or service. Because you want people to hire you, the first step is to think of what you can do well. Then you should describe yourself by pointing out your good qualities. Be truthful about your abilities and give examples of what you have done. Do you think the ad below will help the writer find a job?

This student wants to do odd jobs.

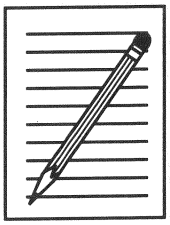


Let my experience work for you! I can do lots of things around the house, both inside and outside. I am neat, I am a hard worker, and I am trustworthy.

I have mowed lawns for five people in our neighborhood. The same people have me rake up their leaves in the fall. I am also good at cleaning attics and basements.

If you need someone to run to the store for you, I'm your guy. I have a bicycle with a big basket, and I am a safe rider.

Answer these questions about the advertisement.



1. What different things can this person do?

_____

2. What words in the advertisement describe this person?

_____

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Date: _____

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List five jobs you could do for someone in your family or in your neighborhood.

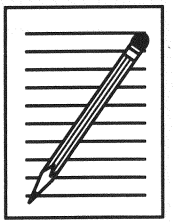
1. _____

2. _____

3. _____

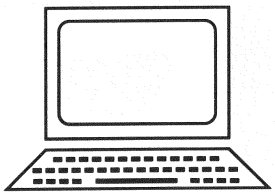
4. _____

5. _____



Follow these directions to start writing an advertisement about yourself.

1. Follow your teacher's directions to start your word processor. Open the file named *Job* on Activities Disk Side B.
2. Pick one of the jobs you listed above. Write two sentences that tell why you are good at that job. Then write two sentences that tell things about yourself that will make people want to hire you.
3. Follow your teacher's directions to print or save your work when you are finished.



Free Writing

Write an advertisement about yourself. Your teacher will tell you if you should use pencil and paper or your computer. Be sure to tell:

- what you want to do
- why you are good at it
- reasons why people should hire you

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Date: _____

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Flash

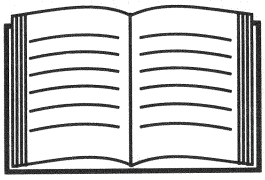
Writing Tip

Sentences in a newspaper article should be brief and to the point.

A newspaper article tells the *who*, *what*, *when*, *where*, and *why* or *how* of an important event. The first sentence in the article gives the most important facts, then other details follow.

The subject of a newspaper article should be interesting to many people. It can be about something important that has happened already or something that is going to happen that people will want to know about.

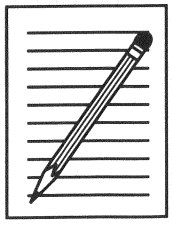
Notice the order of the details in this article.



Beth Warwick and Wil Hughes learned on March 1st that they have leading roles in the upcoming school play "Mystery at North Elementary School." Beth will play the detective who solves the mystery. Wil has the important part of the student who discovers a mysterious object in a classroom.

Students from the third and fourth grades will complete the cast of characters. The play, written by Ms. Ryan's fifth-grade class, will be presented May 15th in the school auditorium.

Answer these questions about the news article.



1. What is the article about?

_____

2. Who are the people mentioned in the article?

_____

3. When will the play take place?

_____

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Date: _____

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Write a sentence about three family or school events that your relatives and friends would be interested in reading.

1. _____

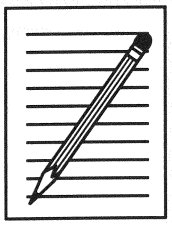
_____

2. _____

_____

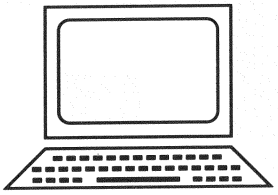
3. _____

_____



Follow these directions to organize information for a news article.

1. Follow your teacher's directions to start your word processor. Open the file named *News* on Activities Disk Side B.
2. Choose one of the events you just listed and answer questions about the event.
3. Follow your teacher's directions to print or save your work when you are finished.



Free Writing

Write your own news article about a school or family event. Your teacher will tell you if you should use pencil and paper or your computer. When you are finished, check that:

- the first sentence gives the main information
- other details follow in correct order
- sentences are short and clear

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Date: _____

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